DOCUMENT RESUME

ED 079 711 CS 000 670

TITLE	Reading Language Arts Curriculum Guide, Grades 1-2-3, Book Two.
INSTITUTION	Vermilion Parish School Board, Abbeville, La.
PUB DATE	70
NOTE	128p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Beginning Reading; *Curriculum Guides; *Developmental Reading; *Primary Grades; Reading; Reading Improvement; Reading Instruction; Reading Materials; *Reading Programs; *Reading Skills
IDENTIFIERS	Elementary Secondary Education Act Title III

ABSTRACT

This language arts curriculum guide focuses primarily on reading instruction for students in grades one, two, and three. The topics discussed in this guide include an introduction to reading; major steps in developmental reading instruction; suggested time allotments for the Ginn Reading Program; scope and sequence charts; a checklist for evaluating progress in reading; a guide for the use of supplementary material; grouping for effective reading instruction; experience and enrichment charts in a reading program; suggested activities and games; and the use of the overhead projector in reading instruction. A bibliography of professional and instructional books is also included. (WR)

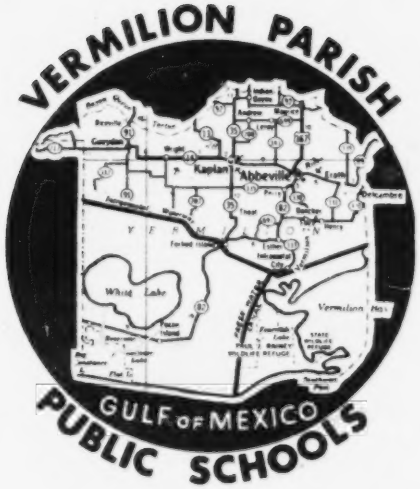
U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

RECEIVED
TITLE III

READING

GRADES 1-2-3

ED 079711



CS 000 670

VERMILION PARISH LANGUAGE ARTS CURRICULUM GUIDE

1970

Return to Principal upon
termination of assignment

READING

GRADES 1-2-3

BOOK TWO

TABLE OF CONTENTS

Acknowledgments..... i BOOK ONE

Philosophy of Education..... ii

English Defined.....iii

Introduction..... iv

General Objectives..... v

Specific Objectives..... vi

Language Arts in Grades 1-2-3 Introduction..... 1

Time Allotments..... 2

Literature..... 3

Choral Speaking..... 8

Listening..... 12

Spelling..... 14

Dictation..... 16

Suggestions for Teaching Spelling..... 18

Handwriting..... 20

Grammar and Syntax..... 22

Oral Composition..... 23

Written Composition..... 27

Language Arts - Contents and Skills, Grade 1..... 31

Suggested Time Schedule for Roberts English, A First Book.... 34

Language Arts - Contents and Skills, Grade 2..... 35

Suggested Time Schedule for Roberts English, Second Book..... 39

Suggested Lesson Guide for Roberts English, Second Book..... 40

Language Arts, Content and Skills, Grade 3..... 47
Suggested Time Schedule, Roberts English, Third Book..... 51
Suggested Lesson Guide for Roberts English, Third Book..... 52
Reading - Introduction..... 59 BOOK TWO
Major Steps in Developmental Reading Instruction..... 61
Suggested Time Allotment for Ginn Reading Program..... 65
Scope and Sequence Charts for Grades One, Two, Three..... 71
Checklist for Grades One, Two, Three..... 93
Guide to the Use of Supplementary Material.....108
Grouping for Effective Reading Instruction.....137
Experience and Enrichment Charts in a Reading Program.....141
Suggested Activities and Games for Grades One, Two, Three....145
The Use of the Overhead Projector in Reading.....171
Bibliography.....180

INTRODUCTION

Since the success of the whole curriculum hinges upon the effectiveness of the reading program, learning to read is an essential accomplishment.

The need to learn more in increasingly numerous and varied fields has brought with it the demand that both children and adults learn to read better than in the past, since reading now relates to practically everything in the world. It should encompass the total school curriculum.

Most of the time spent in reading instruction should be devoted to the basal reading developmental program. The basal developmental reading program can be enriched and expanded with varied supplementary materials which are now available in the schools.

Recreational reading develops the important objective of interest in reading and time should be set aside for this type reading at least once a week.

A possible time allotment might be:

60% Developmental Reading
30% Supplementary Reading
10% Recreational Reading

An effective developmental reading program must revolve around certain fundamental ideas listed in order of importance:

1. Teacher's acceptance of the child
2. Feeling of security by the child
3. Teacher's personal enthusiasm in the teaching of reading
4. Interest in reading by the child
5. Systematic development of abilities and basic skills in reading by the teacher
6. Rate of growth in reading by the child

Teaching reading is more than teaching pupils to read the pages of a book. The measure of a teacher's success in a developmental reading program is not how many books the pupils read or whether the pupils get through a reader in a certain period of time. The measure of success is whether the pupils are intelligent readers, whether they can use the abilities and basic skills that are indispensable for various kinds of reading, whether they possess the correct reading habits and techniques, whether they are well-informed, interested readers for their grade level or maturity level.

MAJOR STEPS IN DEVELOPMENTAL READING INSTRUCTION

Each reading lesson plan consists of five steps. The length of time spent on each step will depend on the ability and maturity of the pupils. The first three steps should be taught in the sequence found in the following outline. The two other steps may be used at any time where they will be most effective for each particular group in your classroom.

STEPS IN THE LESSON PLAN

I. DEVELOP READINESS FOR READING

II. READING AND INTERPRETING THE STORY

III. BUILDING ESSENTIAL HABITS AND SKILLS

IV. RELATED LANGUAGE EXPERIENCES

V. ENRICHMENT ACTIVITIES

MAJOR STEPS IN PLANNING READING INSTRUCTION

I. DEVELOP READINESS FOR READING

A. Stimulate interest by relating material to experience of pupils

B. Build a background of concepts related to reading material

C. Make sure the pupils understand the purpose for which they are to read

D. Present new words and review words in context

1. Discuss meaning of words

2. Recognition of words

a. Through use of picture clues
b. Through use of phonetic analysis
c. Through use of structural analysis
d. Through use of context
e. Through use of glossary and dictionary

II. READING THE STORY

A. Guide silent reading with specific procedures

1. Through use of pertinent questions on each unit or part of the story

a. The length of the reading unit will depend on the ability and maturity of the pupils

2. All questions should be related to the purposes set up for reading the story

3. Through the technique of outlining, listing, or summarizing

B. Reading for specific purposes

1. To make plans for dramatic play or pantomine
2. To find the funniest or most exciting or most appealing part of the story to be read aloud
3. To clarify mistaken concepts and misinterpretations of some pupils
4. To verify opinions

III. BUILDING ESSENTIAL HABITS AND SKILLS

A. Teacher should note which pupils had difficulty during silent and oral reading and during the discussion of story

1. Pupils having difficulty should be given added practice in building those habits and skills that are essential to mastery of vocabulary and development of reading power

B. Essential comprehension skills to be developed

1. The habit of reading silently before reading orally
2. The ability to interpret reading in terms of related experiences
3. The ability to grasp the sequential order of events
4. The ability to answer questions, to follow directions, and to find main ideas
5. The ability to summarize, draw conclusions, and to make generalizations
6. The ability to make outlines, take notes, write reports, write summaries, and use references

C. Word Study Skills

1. The ability to notice likenessess and differences in word forms
2. The ability to recognize root words, and variants when "ed" is added to words
3. The habit of using the general configuration of a word to aid in recognition
4. Skill in hearing identical sounds in words
5. Recognition of beginning, medial, and final consonants in words
6. Skill in supplying words to fit the context
7. Skill in decoding words with phonetic clues and structural clues
8. Ability to classify words in categories
9. Skill in figuring out meaning from context clues, and through comparison and contrast

D. Use of related materials

1. Workbooks

2. Skill sheets

3. Self help activities

IV. RELATED LANGUAGE EXPERIENCES

A. Conversations

B. Discussions

C. Records

D. Creative Dramatics

E. Choral Speaking

F. Story telling

V. ENRICHMENT ACTIVITIES

A. Drawing

1. Illustrations to broaden and clarify thinking and understanding of concepts

B. Construction

1. Making things related to reading experiences

C. Excursions

1. To enrich pupils' background

D. Exhibits

E. Records

1. Games and songs related to reading experiences

F. Audio-Viusal Aids

1. Filmstrips

2. Records

3. Transparencies

G. Library books

SUGGESTED TIME ALLOTMENT FOR THE GINN READING PROGRAM

Reading Readiness Period

The readiness period should cover approximately six to eight weeks or more depending upon the maturity of the pupils in the class.

The Ginn Pre-reading Program consists of two kits entitled Building Pre-reading Skills - Kit A - Language and Kit B - Consonants. Activities are provided in consumable workbooks entitled Games to Play and Fun with Tom and Betty.

All the primary classrooms are provided with the Kit A Language and Kit B Consonants. The activity books are not provided by the central office but may be obtained through the principal of the particular school involved.

Kit A Language is designed to help children develop the language, thinking, and perception skills. Kit B Consonants will help them develop certain understandings about letters and the sounds they represent. These skills are necessary to success in learning to read. The activities in the consumable workbooks, Games to Play and Fun with Tom and Betty reinforce the skills taught in Kit A and Kit B.

The Ginn manuals provided for the pre-reading period are rather comprehensive and offer ample suggestions and guidance. The teacher should adjust the use of this material to the children's needs.

Pre-reading Period Materials

Kit A - Language

Kit B - Consonants

Games to Play - Workbook

Fun with Tom and Betty - Workbook

A Suggested Daily Program
(Readiness Period)

8:30 - 8:45 Preparation for the work of the day
1. Greetings
2. Conversational period
3. Routine
   a. Check attendance
   b. Collect lunch money

8:45 - 10:00 Language Arts
- 8:45-9:00 Kit B - Set A
  Lesson I - Using context
- 9:00-9:20 Roberts English Series
  Lesson I - Poem: "This Happy Day"
- 9:20-9:40 Kit A - School patrol
  Unit 2 - Create oral text
  Observe and interpret picture details; grasp the main idea
- 9:40-10:00 Workbook - Games to Play
  Page 1 - Sing, Then Do
  1. Auditory perception
  2. Speech training

10:00 - 10:20 Recess

10:20 - 10:30 Tools' Period - Arithmetic, Reading, Phinics, Writing
- 10:20-10:50 Arithmetic - Mathematics - Primer
  Lesson 1 - Arithmetic terms
  1. Larger - smaller
  2. Identification of circles
- 10:50-11:10 Kit B - Consonants
  Worksheets
  1. Use transparency with overhead projector
  2. Then use individual worksheets
- 11:10-11:30 Group work in reading, writing, arithmetic

11:30 - 12:30 Noon Recess

12:30 - 12:45 Story-time

12:45 - 1:15 Science
Unit 1 - Energy

1:15 - 1:45 Social Studies
1. Language experience story
School Patrol - Kit A
2. Example:
The school patrol helps us.
He helps us cross the street.
He stops the cars.
Then we walk across the street.

1:45 - 2:15 Group work - in reading, writing, arithmetic

2:15 - 2:35 Physical Education

2:35 - 3:20 Appreciation Period
1. Art
2. Music
3. Creative work
4. Dramatics

3:20 Dismissal

FIRST GRADE READING PERIOD

The yearly schedule of 36 weeks has been planned to be taught in 32 weeks. Four weeks have been set aside to allow time for differences in the needs of various first grade groups, for interruption, for reteaching, and for frequent absences of young children.

I. Pre-Reading - Approximate Time - Six Weeks or More

Kit A Language
Kit B Consonants
*Games to Play - Workbook
*Fun with Tom and Betty - Workbook
Kit B Worksheets

II. Pre-Primer

	Approximate Time
My Little Red Story Book	Three Weeks
My Little Green Story Book	Three Weeks
My Little Blue Story Book	Three Weeks
Come With Us	One Week

III. Primer

	Approximate Time
The Little White House	Eight Weeks

IV. First Reader

	Approximate Time
On Cherry Street	Eight Weeks

*Optional

SECOND GRADE READING PERIOD

The yearly schedule of 36 weeks has been planned to be taught in 32 weeks. Four weeks have been set aside to allow time for differences in the needs of various second grade groups and for frequent absences of young children.

I. Readiness - Approximate Time - Two Weeks or More

II. Reader - First Semester	Approximate Time
We are Neighbors	Fourteen Weeks
Units	
1. Garden Street Neighbors	Two Weeks
2. Animal Neighbors	Two Weeks
3. Good Times	Two Weeks
4. Story Fun	Two Weeks
5. People Who Work for Us	Two Weeks
6. Round Go the Wheels	Two Weeks
7. Storybook Friends	Two Weeks

III. Reader - Second Semester	Approximate Time
Around the Corner	Sixteen Weeks
Units	
1. We Live in a City	Two Weeks
2. Circus Stories	Two Weeks
3. All Around the City	Two Weeks
4. Up and Away	Two Weeks
5. Once Upon a Time	Two Weeks
6. Out of Doors	Two Weeks
7. Stories for Fun	Two Weeks
8. In City and Country	Two Weeks

THIRD GRADE READING PERIOD

The yearly schedule of 36 weeks has been planned to be taught in 32 weeks. Four weeks have been set aside to allow time for differences in the needs of various third grade groups, for interruptions, for reteaching and for frequent absences of young children.

I. Readiness - Approximate Time - Two Weeks or More

II. Reader - First Semester	Approximate Time
Finding New Neighbors	Sixteen Weeks
Units	
1. Good Times Together	Three Weeks
2. At the Zoo	Three Weeks
3. Just for Fun	Two Weeks
4. Indian Children	Two Weeks
5. Americans All	Two Weeks
6. Days Everyone Likes	Two Weeks
7. Old, Old, Stories	Two Weeks

III. Reader - Second Semester	Approximate Time
Friends Far and Near	Fourteen Weeks
Units	
1. All Through the Year	Two Weeks
2. People at Work	Two Weeks
3. Old Tales from Different Lands	Two Weeks
4. Out of Doors	Two Weeks
5. Children Everywhere	Two Weeks
6. Make-Believe Tales	Two Weeks
7. Adventures of Other Days	Two Weeks

GRADES ONE, TWO, THREE

SCOPE AND SEQUENCE CHARTS

SYMBOLS WILL BE USED TO IDENTIFY THE LEVEL OF EACH SKILL

I - INTRODUCTION OF THE SKILL

D - DEVELOPMENT OF THE SKILL

R - REINFORCEMENT OF THE SKILL

M - MAINTENANCE OF THE SKILL

GRADE ONE

Scope and Sequence Chart
Pre-Primer and Primer Skills

		Six Week Periods					
		1	2	3	4	5	6
DIRECTIONAL ORIENTATION	Perceiving directionality in reference to left and right	ID	R	M			
	Perceiving and describing space relationship	ID	R	M			
	Moving eyes from left to right	ID	R	M			
	Practicing following lines using hand-eye coordination	ID	R	M			
ORAL LANGUAGE	Listening to stories and recalling parts of it	ID	R	M			
	Creating oral text for picture stories	ID	R	M			
	Expressing ideas in complete sentences	ID	R	M			
	Discussing stories, poems, and rhymes	ID	R	M			
	Using and understanding words to describe emotions, feelings, and sensory images	ID	R	M			
	Dictating ideas for experience charts	I	D	M			
	Taking part in conversations and discussions	ID	R	M			
	Using choral speaking of rhymes, simple poetry	ID	R	M			
AUDITORY PERCEPTION AND	Identifying and discriminating among sounds in the environment	ID	R	M			
	Perceiving location of sounds	ID	R	M			

		Six Week Periods					
		1	2	3	4	5	6
LISTENING SKILLS	Imitating sounds in the environment	ID	R	M			
	Recognizing and supplying rhyming words	I	D	R			
	Listening to initial sounds in words	I	D	R			
	Listening for initial consonant sounds: m, d, s, p, t, g, b, j, f, c, r, h, w, n, l	I	D	R			
	Ending consonants: d, m, n, k, p, t	I	D	R			
	Consonant digraphs: th, wh, ch	I	D	R			
	Listening to and appreciating the contribution of others	ID	R	M			
	Listening to and carrying out given directions	ID	R	M			
	Correlating directions with material on hand	I	D	R			
	Listening to and recognizing sequence	I	D	D			
	Listening to and feeling rhythm in poetry	I	D	R			
	Listening to and associating sounds and symbols	I	D	D			
	Recognizing words that begin with t, b, s, m, f	I	D	D			
VISUAL DISCRIMINATION	Observing internal picture details (for interpretation)	ID	R	M			
	Observing picture details: form, size, reversals, action	I	D	R			
	Observing configuration of words	I	D	R			
	Recognizing likenesses and differences in objects, in words	I	D	R			
	Kinesthetic - visual activities: colorings, drawing, word blocking,						

		Six Week Periods					
		1	2	3	4	5	6
	tracing	ID	R	M			
	Recognizing basic pre-primer and primer vocabulary	ID	R	M			
	Observing capital and small letter forms	ID	R	M			
	Discriminating between words easily confused	I	D	R			
	Recognizing plural forms		I	D			
	Recognizing possessive forms		ID	R			
	Verbs ending in s and ed		ID	R			
PHONETIC ANALYSIS	Coordinating visual discrimination and auditory perception of initial consonants	I	D	R			
	Associating initial consonant sounds with their letter symbols		ID	R			
	Recognizing initial consonants: b, c, d, f, g, h, l, m, n, p, r, s, t, w		I	D			
	Recognizing ending consonants: d, p, k, t			ID			
	Recognizing initial consonant digraph: wh, th			ID			
	Perceiving words with similar phonetic parts (Rhyming endings)			ID			
STRUCTURAL ANALYSIS	Observing plurals		ID	R			
	Observing verbs ending in s, ed			ID			
	Observing possessive forms			ID			
METHODS USING WORD ANALYSIS	Using context and initial consonant sounds m, d, s, p, t, g, b, j, f, c, r, h, w, n, l to supply missing words in spoken sentences	ID	R	M			
DICTIONARY AND GLOSSARY SKILLS	Preparing for glossary and dictionary skills by learning initial consonant sounds and letter symbols	I	D	R			

GRADE ONE

Scope and Sequence Chart
Pre-Primer and Primer Skills

COMPREHENSION AND STUDY SKILLS

		Six Week Periods					
		1	2	3	4	5	6
DEFINING SPECIFIC PURPOSE FOR READING	Recognizing the purpose for reading in every lesson	I	D	R			
LOCATING	Using the table of contents			I			
USING CHARTS	Using experience charts	I	D	R			
	Using enrichment charts	I	D	R			
USING HEADINGS	Using titles in every lesson	I	D	R			
	Selecting and supplying titles			I			
FINDING THE MAIN IDEA	Finding the main idea in pictures, in stories	I	D	R			
	Selecting a title for a picture, a story	I	D	R			
	Interpreting the main idea	I	D	R			
	Associating title with main idea			I			
	Selecting main ideas for dramatization			I			
	Reading for the main idea			I			
	Formulating titles			I			
RECOGNIZING SEQUENCE OF	Arranging pictures in sequence	I	D	R			
	Following sequence of ideas in pictures	I	D	R			
	Arranging sentences in sequential order			ID			

		Six Week Periods					
		1	2	3	4	5	6
IDEAS	Numbering sentences to show sequence			ID			
	Reading to organize ideas in sequence			ID			
	Recalling story sequence for dramatization			ID			
	Retelling story in sequential order	I	D	R			
FINDING DETAILS	Interpreting picture details	I	D	R			
	Noting details in pictures	I	D	R			
	Matching pictures with text			ID			
	Reading to answer questions			ID			
	Reading to follow directions			ID			
	Reading to find correct word, phrase, sentence			ID			
	Reading to identify speaker			ID			
	Testing recall of details			ID			
CRITICAL AND CREATIVE READING	Drawing conclusions			ID			
	Interpreting stories, poems			ID			
	Making inferences			ID			
	Recognizing cause and effect			ID			
	Predicting outcomes			ID			
CLASSIFYING	Classifying pictures, objects, related ideas, sounds	I	D	R			
	Classifying words, phrases, sentences			ID			
	Classifying titles			ID			
SUMMARIZING	Summarizing stories or ideas	I	D	R			
PRACTICING ORAL AND WRITTEN RECALL	Recalling story events orally	I	D	R			

GRADE ONE

First Reader

Scope and Sequence

		Six Week Periods					
		1	2	3	4	5	6
AUDITORY PERCEPTION	Learning initial consonants: j, k, y, v, z, (review others)				ID	R	M
	Learning medial consonants				ID	R	M
	Learning ending consonants: t, p, d, k, m, n, r				R	M	M
	Learning blends: st, br, tr, dr				R	M	M
	Observing first reader rhyming words				ID	R	M
	Recognizing vowel sounds (long)				ID	R	M
VISUAL DISCRIMINATION	Learning first reader basic vocabulary				ID	R	M
	Learning capital and small letter forms (alphabet)				R	M	M
	Observing words easily confused				R	R	M
	Observing plural forms				I	M	M
	Observing possessive forms				R	M	M
	Observing words of unusual configuration				R	M	M
PHONETIC ANALYSIS	Learning names and sounds of initial consonants				R	M	M
	Learning names and sounds of medial consonants				R	M	M
	Learning names and sounds of ending consonants				R	M	M
	Learning consonant digraphs: ch, sh, th, wh				ID	R	M
	Learning names and sounds of						

		Six Week Periods					
		1	2	3	4	5	6
	consonant blends: bl. pl, fl, st, br, gr, tr, dr, fr				R	M	M
	Names of vowels: alphabet, long and short sounds				ID	R	M
	Perceiving words with similar phonetic parts				R	R	M
	Recognizing rhyming endings: at, an, all, et, ay, oy, old, ox, ate, ee, ound, ide, op, ing, alk, en, ill, ink, y, ook, ust, ow				R	R	M
	Observing compound words				R	M	M
STRUCTURAL ANALYSIS	Observing plural forms				R	M	M
	Observing possessive forms				R	M	M
	Observing verbs ending in s, ed, ing				R	M	M
	Using structural attack				D	R	M
METHODS OF USING WORD ANALYSIS	Recognizing words alike except for initial consonants				R	M	M
	Prefixing and substituting initial consonants				ID	R	M
	Learning to use analogy in word attack				ID	R	M
	Using phonetic clues in attacking new words				R	M	M
	Using structural analysis				R	M	M
	Using content-clues to check analysis				R	M	M

FIRST READER

COMPREHENSION SKILLS

		Six Week Periods					
		1	2	3	4	5	6
PURPOSE FOR READING	Define specific purpose for reading in every lesson				R	M	M
	Using table of contents for locating every lesson				R	M	M
	Using alphabetical arrangement • in picture dictionary in animal alphabet frieze in telephone directory				R	M	M
LOCATING	Using picture dictionary				R	M	M
	Using charts enrichments language word analysis				R	M	M
	Using titles in every lesson				R	M	M
	Selecting and supplying titles				R	M	M
	Distinguishing between fact and fancy				R	M	M
EVALUATING	Distinguishing between relevant and irrelevant				R	M	M
	Finding similiarities and differences in content				R	M	M
COMPREHENSION	Finding the main idea: in a story in pictures in associating title with main idea in titles				R	M	M
	Formulating titles				R	M	M
	Illustrating to show main idea				R	M	M

		Six Week Periods					
		1	2	3	4	5	6
	Recalling and discussing main idea				R	M	M
	Reading for main idea				R	M	M
RECOGNIZING SEQUENCE OF IDEAS	Arranging sentences or pictures in sequential order				R	M	M
	Illustrating events to show sequence				R	M	M
	Listening to hear sequence of events in a story				R	M	M
	Numbering story events in sequential order				R	M	M
	Drawing pictures to complete details				R	M	M
FINDING DETAILS	Reading to answer questions				R	M	M
	Reading to find correct word, phrase or sentence				R	M	M
	Reading to identify the speaker of story character				R	M	M
	Testing recall of details				R	M	M
CRITICAL AND CREATIVE READING	Drawing conclusions, predicting outcomes				R	M	M
	Enriching imagery, reacting individually				R	M	M
	Evaluating; recognizing cause-and-effect				R	M	M
	Forming judgments and opinions				R	M	M
	Making inferences				R	M	M
	Following printed directions for all activities requiring independent work				R	M	M
ORGANIZING	Classifying words, phrases, sentences				R	M	M
	Classifying events, information, pictures				R	M	M
	Classifying related ideas				D	R	M
	Summarizing stories or ideas				D	R	M

		Six Week Periods					
		1	2	3	4	5	6
	Practicing oral or written recall				R	M	M
REMEMBERING	Selecting facts to be remembered in retelling stories in outlining in summarizing				R	M	M

SECOND GRADE

SCOPE AND SEQUENCE CHART

SYMBOLS USED TO IDENTIFY LEVEL OF THE SKILL:

I - INITIAL EXPERIENCE WITH THE SKILL

D - DEVELOPMENT OF THE SKILL

R - REINFORCEMENT OF THE SKILL

M - MAINTENANCE OF THE SKILL

GRADE TWO
SECOND READER

Scope and Sequence

		Six Week Periods					
		1	2	3	4	5	6
AUDITORY PERCEPTION	Review consonant sound	D	R	M	M	M	M
	Review rhyming words	D	R	M	M	M	M
	Learning long and short vowels sounds and forms	D	R	M	M	M	M
VISUAL DISCRIMINATION	Learning basic second grade vocabulary	I	D	R	M	M	M
	Learning capital and small letter forms (alphabet review)	R	R	R	M	M	M
	Discriminating between words alike in form and words with double medial letters	R	R	M	M	M	M
PHONETIC ANALYSIS	USE: Phonics in a Nutshell - with phonetic analysis						
	Review single consonants in initial, medial, and final positions	R	R	M	M	M	M
	Double consonants: medial, and final positions	ID	R	M	M	M	M
	Consonant blends nk, br, cr, fr, dr, gr, tr, bl, fl, cl, pl, sl, sn, st, sc, sp, sn, gu	R	R	M	M	M	M
	Teach three letter blends thr, spr, str, squ; observe medial blends	ID	R	M	M	M	M
	Consonant digraphs: review; teach kn; teach unpronounced letters in kn, gh	ID	R	R	M	M	M
	Learning variant sounds: c and g	I	D	R	M	M	M
	Review long and short vowel sounds a, e, i, o, u, y test	R	R	R	M	M	M
	Teach digraphs: ee, ai, ay, oa, ea, oo, ui	ID	R	R	M	M	M
	Teach principles governing vowel sounds	I	D	R	R	M	M
	Unpronounced e at end of words			ID	R	M	M
	Teach diphthong: ow, ou, oi, oy			ID	R	M	M
	Variant vowel sounds: a before l; a after w; a in aw; a before r; i, e, o, and u before r; ea			ID	R	R	M

		Six Week Periods					
		1	2	3	4	5	6
	Teach phonograms, a: an, ace, all, at, ack, ay, aw, air, ar, as, ame, ake, ast, any e: en, ed, et, ear i: iv,e ick, ill, ing, ight, ig o: oat, og, op, ound, old, oy, own, ot, oon u: un, ust, ut	I	D	R	R	M	M
STRUCTURAL ANALYSIS	Making new compound words	R	R	M	M	M	M
	Contractions (one letter omission)	ID	R	R	M	M	M
	Observing plural form: y to i to add es				ID	R	M
	Doubling consonant before ending				ID	R	M
	Dropping e before ending	ID	R	R	M	M	M
	Observing suffix: er (Observe as agent)	ID	R	R	M	M	M
METHODS OF USING WORD ANALYSIS	Blending: making new words by prefixing consonants to phonograms; letter sounds with word parts				ID	R	M
	Recognizing analogous words				ID	R	M
	Using context clues to check analysis	ID	R	R	M	M	M
	Using phonetic clues to unlock new words in basic vocabulary	I	D	R	R	M	M
	Using structural analysis	I	D	R	R	M	M
	Applying phonetic attack to new words in sentences and stories outside basic vocabulary	I	D	R	R	M	M
	Using phonetic clues alone				ID	R	M
	Combining phonetic and structural clues				ID	R	M
	Combining context and phonetic clues				ID	R	M

COMPREHENSION

		Six Week Periods					
		1	2	3	4	5	6
PURPOSES FOR READING	Defining a specific purpose for reading in every lesson	M	M	M	M	M	M
LOCATING	Using the table of contents	M	M	M	M	M	M
	Using alphabetical arrangement: making alphabet books, arranging picture file, arranging words in alphabetical order	I	D	R	M	M	M
	Using charts: enrichment charts language charts reading charts experience charts	M	M	M	M	M	M
	Using maps: making a floor map making a picture map making a map of your town making a diagram of a park, football field, school playground, airport, etc.	I	D	R	M	M	M
USING HEADINGS AND PUNCTUATION MARKS	Composing, discussing, selecting and using titles	M	M	M	M	M	M
	Using commas, periods, exclamation marks, and question marks	ID	R	R	M	M	M
EVALUATING	Distinguishing between relevant and irrelevant	R	R	M	M	M	M
	Distinguishing fact and fancy	R	R	M	M	M	M
COMPREHENDING	Finding the main ideas: in a story in the lesson title in a sentence	R	R	M	M	M	M
	Recognizing sequence of ideas: in illustrating a story in arranging sentences in making a mural in making a movie	R	R	M	M	M	M
	Finding details: in reading to find correct word, phrase, and sentence in reading to follow directions in reading to identify story character in relating detials to main idea	R	R	M	M	M	M

		Six Week Periods					
		1	2	3	4	5	6
CREATIVE AND CRITICAL READING	Drawing conclusions and predicting outcomes	R	R	M	M	M	M
	Evaluating; recognizing cause-and-effect relationships						
	Forming judgements and opinions	R	R	M	M	M	M
	Making inferences	R	R	M	M	M	M
ORGANIZING	Following printed directions: in all activities requiring independent work	R	R	M	M	M	M
	Classifying words, phrases, sentences	R	R	M	M	M	M
	Classifying events, information, pictures, poems, titles	R	R	M	M	M	M
	Classifying related ideas	R	R	M	M	M	M
	Recognizing relationship of ideas	R	R	M	M	M	M
	Summarizing stories and ideas	R	R	M	M	M	M
REMEMBERING	Using oral and written recall in every lesson	R	R	M	M	M	M
	Selecting facts to be remembered: in retelling stories in outlining stories in summarizing stories	R	R	M	M	M	M

THIRD GRADE

Scope and Sequence Chart

Symbols used to identify level of the skill:

I - Initial experience with the skill

D - Development of the skill

R - Reinforcement of the skill

M - Maintenance of the skill

GRADE THREE

THIRD READER

Scope and Sequence

		Six Week Periods					
		1	2	3	4	5	6
AUDITORY PERCEPTION	Reviewing phonetic sounds of ar, er, ir, or, ur	I	D	R	M	M	M
	Recognizing syllabic units	I	D	R	M	M	M
	Schwa	I	D	R	M	M	M
VISUAL DISCRIMINATION	Learning basic third grade vocabulary, sight words	I	D	R	R	M	M
	Discriminating between words similar in form	I	D	R	M	M	M
	Letter forms and alphabetizing	I	D	R	M	M	M
	*USE: Phonics in a Nutshell with phonetic analysis						
PHONETIC ANALYSIS	Single consonants: maintenance similarity c, k, z, g, x, as, cks	R	R	R	M	M	M
	Consonant blends: two-letter blends, three-letter blends (*Unit 2-3)	R	R	R	M	M	M
	Consonant digraphs: initial, medial, final (*Unit 4)	R	R	R	M	M	M
	Unpronounced letters in kn, gn, ur (*Unit 5)	I	D	R	R	M	M
	Varient sounds: c and g before e and i, y voiced s and z; ed as t (*Unit 2)	R	R	R	M	M	M
	Perceiving l and n as syllabic consonants	I	D	R	M	M	M
	Double consonant in syllables (*Unit 6)	I	D	R	M	M	M
	Learning long and short vowel sounds (*Unit 1)	D	R	M	M	M	M
	Learning digraphs and double vowels: oo, ai, ea, oa, ui, ee, ie, ea, and ou followed by r (*Unit 5)	I	D	R	R	M	M
	Diphthongs: ow, ou, oi, oy (*Unit 4)	D	R	R	M	M	M
	Varient sounds: a, e, i, o, u, y	D	R	R	M	M	M
	Learning principles governing vowel sounds (*Unit 1)	I	D	R	R	M	M
	Short medial vowel sound Medial vowel sounds lengthened by final e	D	R	R	R	M	M

		Six Week Periods					
		1	2	3	4	5	6
PHONETIC ANALYSIS	Unpronounced vowels in digraphs	D	R	R	R	M	M
	Vowel sounds followed by r (*Unit 5)	D	R	R	R	M	M
	Vowel sounds in unstressed syllables	I	D	R	R	M	M
	Unpronounced vowel in digraphs and exceptions to rule	I	D	R	R	M	M
	Using vowel-sound principles to pronounce new words (*Unit 1)	D	R	R	M	M	M
	Recognizing familiar parts in new words ew, ow, etc.	D	R	R	M	M	M
	Using phonograms to unlock new words	D	R	R	M	M	M
	Recognizing syllabic parts of words (*Unit 6)	I	D	R	R	M	M
	Identifying syllables	I	D	R	R	M	M
	Preceiving open syllables	I	D	R	R	M	M
	Preceiving closed syllables	I	D	R	R	M	M
	Recognizing phonograms in syllables	I	D	R	R	M	M
	Recognizing syllabic consonants	I	D	R	R	M	M
	Observing effect on accent on syllables	I	D	R	R	M	M
	Using syllabication as an aid to pronunciation	I	D	R	R	M	M
STRUCTURAL ANALYSIS	Syllabic division of compound words (*Unit 6)	I	D	R	R	M	M
	Plural forms: ies, f to ves; review ies	I	D	R	R	M	M
	Verb variants: ied, ed, ing, etc; review	I	D	R	R	M	M
	Suffixes: y, ly, self, er, est, iest, ly, ily, less, ful, en, as syllabic units (*Unit 7)	D	R	R	M	M	M
	Compound and hyphenated words: unusual compounds, making compound number words (*Unit 8)	D	R	R	M	M	M
	Plurals: review of ies, f to ves; plural possessives	R	R	M	M	M	M
	Verb varients; root words in variant forms, irregular verbs (sent.); n and en	D	R	R	M	M	M
	Prefixes: a, be, un, re as syllabic units (*Unit 7)	I	D	R	R	M	M
	Contractions and possessives (*Unit 8)	R	R	R	M	M	M
	Syllabication of compound and hyphenated words (*Unit 8)	I	D	R	M	M	M
	Dividing words into syllables: with double and different medial consonants; with single consonant between two vowels; with prefixes and suffixes; ending						

		Six Week Periods					
		1	2	3	4	5	6
	in le, containing digraphs (*Unit 6)	I	D	R	R	M	M
	Observing use of accent mark on syllables as aid to pronunciation	I	D	R	R	M	M
METHOD OF USING WORD ANALYSIS	Applying phonetic and structural attack to new words of lesson and story material outside vocabulary	D	R	R	M	M	M
	Using analogy to attack new words	I	D	R	R	M	M
	Recognizing phonograms as a help in pronouncing unfamiliar words	I	D	R	R	M	M
	Using context clue to check word analysis	D	R	R	M	M	M
	Recognizing root words in word variants (*Unit 7)	D	R	R	M	M	M
	Using phonetic and structural clues in independent word attack	D	R	R	M	M	M
	Syllabication; dividing words into syllables; using the accent marks as an aid to pronunciation (*Unit 6)	I	D	R	R	M	M
DICTIONARY AND GLOSSARY SKILLS	Accentuation	I	D	R	R	M	M
	Observing stressed and unstressed syllables	I	D	R	R	M	M
	Placing accent marks on stressed syllables	I	D	R	R	M	M
	Recognizing primary and secondary accent marks	I	D	R	R	R	M
	Understanding effect of lack of accent in syllables: schwa syllabic consonants	I	D	R	R	R	M
	Using alphabetical order	D	R	R	R	M	M
	Diacritical marks	I	D	R	M	M	M
	Entry words	I	D	R	R	M	M
	Guide words	I	D	R	R	M	M
	Locating meanings	I	D	R	R	M	M
	Pronunciation key	I	D	R	R	R	M
	Respellings	I	D	R	R	R	M
	Schwa	I	D	R	R	R	M
	Syllabic division of words (*Unit 6)	I	D	R	R	R	M

THIRD READER

COMPREHENSION

		Six Week Periods					
		1	2	3	4	5	6
PURPOSES FOR READING	Define specific purposes for reading in every lesson	R	M	M	M	M	M
LOCATING	Using table of contents in every lesson	R	M	M	M	M	M
	Using alphabetical arrangement: in making laphabet books in arranging words, items in cataloguing poems, pictures	R	M	M	M	M	M
	Using charts: enrichment charts language charts reading charts experience charts	R	M	M	M	M	M
	Using maps: in making picture maps in making diagrams in making maps of your town	R	R	M	M	M	M
USING HEADINGS & PUNCTUATION	Composing, discussing, selecting, and using titles	R	R	M	M	M	M
	Using commas, periods, exclamation marks, and question marks	R	R	M	M	M	M
EVALUATING	Distinguishing between relevant and irrelevant facts	R	R	M	M	M	M
	Distinguishing between fact and fancy	R	R	M	M	M	M
	Finding similarities and differences in content	I	D	R	M	M	M
COMPREHENDING	Finding the main ideas: in a story in the lesson title in a sentence in outlining a story	R	R	M	M	M	M
	Testing comprehension of main ideas	R	R	M	M	M	M
	Recognizing sequence of ideas in arranging events in sequence in illustrating a story in making a mural in making a movie in numbering sentence to show sequence	R	R	R	M	M	M

		Six Week Periods					
		1	2	3	4	5	6
	Finding details: in reading to find correct word, phrase, and sentence in reading to follow directions	R	R	M	M	M	M
	Reading to identify speaker	R	R	M	M	M	M
	Reading to verify answers and questions	R	R	M	M	M	M
	Testing recall of story facts and details	R	R	M	M	M	M
CREATIVE AND CRITICAL READING	Drawing conclusions; predicting outcomes	R	R	M	M	M	M
	Evaluating; recognizing cause-and-effect relationships	R	R	M	M	M	M
	Forming judgments and opinions	R	R	M	M	M	M
	Making inferences	R	R	M	M	M	M
	Verifying opinions	R	R	M	M	M	M
ORGANIZING	Following printed direction in all activities requiring independent work	R	R	M	M	M	M
	Classifying words, phrases, stories	R	R	M	M	M	M
	Classifying events, information, pictures, poems, titles and facts	R	R	M	M	M	M
	Classifying related ideas	R	R	M	M	M	M
	Making an outline for a talk	I	D	D	R	R	M
	Summarizing: sentences stories units a book charts plans						
REMEMBERING	Practicing oral and written recall in every story	R	R	M	M	M	M
	Selecting facts to be remembered: in retelling stories in outlining in summarizing	R	R	M	M	M	M

CHECKLISTS FOR EVALUATING PROGRESS IN READING

In order that teachers from grade 1 through 3 may have a means of measuring how well their pupils have mastered reading skills, checklists for evaluating reading progress in each grade level were formulated using ideas from a number of authoritative sources. These checklists may, also, be used as a pattern for the presentation of the basic reading skills within each grade.

The experienced teachers probably know the reading skills which they need to teach. Beginning teachers are not likely to know these skills quite so well. But both experienced teachers and beginning teachers need some kind of guide to follow which summarizes the needed skills in each grade level. Teachers need to know the skills of the grade they are teaching as well as the skills of the grade above and below their assigned grade level.

It is suggested that a copy of the reading checklist be kept in each pupil's folder. From this record the teacher can determine the skill which the pupil has mastered as indicated by the teacher's check near each item on the checklist.

At the beginning of each year the teacher should review the skills which were presented at the preceding grade level.

PRE-READING PROGRESS
Chart for Evaluation of Progress

Name _____ School _____

Teacher _____ Grade _____

Directions: Check each item to indicate pupil progress
Use symbols: + (Satisfactory Progress)
- (Unsatisfactory Progress)

Number of appraisals dependent on rate of pupils progress

	DATES		
	4 wks.	8 wks.	12 wks.
I. Physical Development			
A. Does the child appear to be in general good health?			
B. Does the child seem well nourished?			
C. Does the school physical examination reveal good health?			
D. Can the child see well?			
E. Are the child results of the eye examination favorable?			
F. Can the child hear well?			
G. Do the results of his audiometer test indicate normal hearing ability?			
H. Does the child have good hand-eye coordination?			
I. Can the child control his muscles so as to handle a pencil or crayon properly?			
J. Can the child speak clearly and well?			

	DATES		
	4 wks.	8 wks.	12 wks.
II. Social and Emotional Development			
A. Is the child happy?			
B. Does the child cooperate by helping when another child needs it? by waiting his turn? by obeying instruction? by sharing materials?			
C. Does the child listen rather than interrupt?			
D. Does the child work things through for himself?			
E. Does the child show respect for authority? for rights of others?			
F. Does the child accept opposition or defeat without emotional reaction?			
III. Mental Development			
A. Do the child results of the child's mental test predict probable success in learning?			
B. Is the child's memory span sufficient to allow memorization of a short poem or song?			
C. Is this child's attention span long enough to allow him to work for ten or fifteen minutes without restlessness?			
D. Has the child established the habit of looking at a succession of items from left to right?			
E. Can the child predict certain outcomes for a story?			
F. Can the child work independently?			
IV. Abilities			
A. Language Development			
1. Does the child have a large oral vocabulary? ask and answer questions? participate in conversation? use no baby talk?			

	DATES		
	4 wks.	8 wks.	12 wks.
2. Does the child listen to a story with evidence of enjoyment and the ability to recall parts of it?			
B. Auditory and Visual Discrimination			
1. Does the child see similarities and differences by matching object with object? by matching picture with object? by matching with picture and work? by matching numbers?			
2. Can the child distinguish similarities in sound? differences in sound?			
3. Can the child copy a circle? a square? a triangle? a number?			
4. Can the child hear the length of words? Which is longer or shorter cat or elephant?			
5. Can the child recognize colors? (blue, green, yellow, etc.)			
6. Can the child recognize shapes? (circle, square, triangle)			
V. Attitudes			
A. Interest			
1. Is the child eager to learn to read?			
2. Does the child show interest in labels? in pictures? in rhymes?			
3. Does the child participate by telling stories? by repeating rhymes? by reciting poems? by looking at picture books?			
4. Is the child curious about meanings of printed words?			

CHECKLIST FOR EVALUATING PROGRESS IN READING
First Grade

Name _____ School _____

Teacher _____ Grade _____

Directions: Check each item to indicate progress
Use symbols: + (Satisfactory Progress)
- (Little or No Progress)

	LEVELS		
	Pre-Primer	Primer	First Reader
I. Vocabulary Skills			
A. Pre-Primer Level			
1. Has the child acquired a basic sight of 60 to 80 words?			
2. Does the child instantly recognize the 35 basic Dolch words introduced in the three Ginn Pre-Primers?			
B. Primer Level			
1. Does the child recognize three-fourths of the 162 words introduced in the Ginn Reader and Pre-Primers?			
C. First Reader Level			
1. Does the child recognize three-fourths of the 335 words introduced in the Ginn Reading Series?			
2. Does the child readily recognize the 133 basic Dolch words introduced in the Ginn Reading Series?			

*Note: Use filmstrips from Phonics in a Nutshell after mid-term to familiarize pupils with key words and pictures.

	LEVELS		
	Pre-Primer	Primer	First Reader
II. Word Analysis Skills (phonetic and structural)			
A. Pre-Primer Level			
1. Does the child associate initial consonant sounds with their letter symbols? Mm; Dd; Ss; Pp; Tt; Gg; Bb; Jj; Ff; Cc; Rr; Hh; Ww; Nn.			
2. Does he observe the plurals?			
B. Primer Level			
1. Does the child know initial consonants: b, c, d, f, g, h, l, m, n, p, r, s, t, w?			
2. Does the child know ending consonants: k, p, k, t?			
3. Does the child know consonant digraphs: ch, wh, th?			
4. Does the child hear and see words with similar rhyming endings?			
5. Does the child reocgnize plural forms: s? possessive forms? verbs ending in s, ed?			
6. Does the child recognize initial consonant blends bl, br, fr, pl, st, tr, gr, fl?			
C. First Reader Level (Use: Phonics in a Nutshell)			
1. Does the child recognize consonant sounds in initial position in words? pet medial position in words? little final position in words? red			
2. Does the child know consonant digraph: ch, wh, th, sh and the key picture?			
3. Does the child know names of long and short vowels and corresponding key words?			
4. Does the child know root words and endings? ed, ing, s			
5. Does the child recognize compound words?			

	LEVELS		
	Pre-Primer	Primer	First Reader
6. Does the child know common word families? _at, _an, _all, _et, _ay, _oy, _old, _ox, _ate, _ee, _ound, _ide, _op, _ing, _alk, _en, _ill, _ink, _ook, _y, _ust, _ow.			
7. Can the child attack new words through a known word or words?			
8. Does the child know synomyms and antonyms?			
9. Can the child list words by classes? (fruit, toys, animals, clothes)			
10. Can the child read signs and posters? (Stop, Go, Danger, Exit, Enter)			
III. Comprehension Skills			
A. Pre-Primer Level, Primer Level, First Grade Level			
1. Can the child comprehend when reading silently and orally? experience charts? directions? questions? pre-primer			
2. Can the child identify new words by supplying missing words?			
3. Can the child locate words, phrases, or sentences in the pre-primers?			
4. Does the child recognize titles?			
5. Can the child draw conclusions from events in the story?			
6. Can the child relate the story in sequential order?			
7. Can the child remember what happened in the story? what has been read orally? what has been read silently?			
8. Can the child select facts to be remembered in retelling the story? in outlining the story? in summarizing the story?			

	LEVELS		
	Pre-Primer	Primer	First Reader
9. Can the child follow directions?			
IV. Oral Reading Skills - (on the three levels)			
1. Can the child use correct pronunciation? (Use Unit 8 - Phonics in a Nutshell)			
2. Can the child read fluently, by phrases and sentences ? (not word by word)			
3. Does the child use proper voice inflection to give meaning? (read as you talk)			
4. Does the child use punctuation aids? periods (.) comma (,) questions (?) quotation marks (" ") exclamation mark (!)			
5. Does the child know correct posture, position of book, and direction of light?			
V. Silent Reading Skills			
1. Does the child read without lip movements, pointing, and other unnecessary movements?			
2. Can the child read primers and easy first readers independently without use of a marker?			
3. Has the child formed the habit of reading silently before trying to read orally?			
4. Is the child able to express thought gained from silent reading in a variety of ways through language? through creative activities?			

CHECKLIST FOR EVALUATING PROGRESS IN READING
Second Grade

Name _____ School _____

Teacher _____ Grade _____

Directions: Check each item to indicate progress
Use symbols: + (Satisfactory)
- (Little or No Progress)

	DATES		
	1st Six Weeks	Mid-Term	End of Term
I. Vocabulary Skills			
A. First Semester			
1. Has the child acquired a sight vocabulary suited to the second grade level?			
2. Does the child readily recognize the 133 basic Dolch words introduced on the first grade level?			
B. Second Semester			
1. Does the child recognize three-fourths of the 465 new words taught in the second grade?			
2. Does the child instantly recognize the 200 basic Dolch words in the second grade reader?			
3. Can the child read first grade material independently?			
II. Word Analysis Skill (phonetic and structural)			
*Note: Use filmstrips from Phonics in a Nutshell to familiarize pupils with key words and pictures.			

	DATES		
	1st Six Weeks	Mid Term	End of Term
A. Phonics			
1. Does the child know the long and short vowels sounds and symbols? (Phonic filmstrip 1 - Unit 1)			
2. Does the child know the single consonants in initial, medial, and final position?			
3. Does the child know the consonant blends? (Phonic filmstrip 2-3 - Unit 2, 3)			
4. Does the child know the consonant digraphs? (Use phonic filmstrip 4 - Unit 4)			
5. Does the child know the two sounds of c and g?			
6. Does the child know the principles governing the vowel sounds? (Use phonic filmstrip 1 - Unit 1)			
7. Does the child know the diphthongs: ow, on, oi, and oy? (Use phonic filmstrip 4 - Unit 4)			
8. Does the child know root words and endings? (Use phonic filmstrip 7 - Unit 7)			
9. Does the child know possessives and contractions? (Use filmstrip 8 - Unit 8)			
10. Does the child observe plural forms?			
11. Can he attack new words through use of phonetic analysis of structural analysis of configuration clues of context clues			
III. Comprehension Skills			
A. Locating materials			
1. Can the child use table of contents?			
2. Can the child use alphabetical arrangements?			
3. Can the child use maps?			
4. Can the child locate titles?			

	DATES		
	1st Six Weeks	Mid Term	End of Term
B. Headings and punctuation marks			
1. Can the child select titles? discuss titles? locate titles?			
C. Evaluating			
1. Can the child distinguish between relevant and irrelevant facts?			
2. Can the child distinguish between fact and fancy?			
D. Comprehending			
1. Can the child find the main idea in a story? in a lesson title? in a sentence?			
2. Can the child recognize sequence of ideas?			
3. Can the child draw conclusions?			
4. Can the child recognize cause - and - effect relationships?			
5. Can the child follow directions?			
6. Can the child make inferences?			
7. Can the child classify data?			
8. Can the child summarize stories and ideas?			
9. Can the child use oral and written recall?			
IV. Oral Reading			
A. Does the child show the ability to read orally in a manner that all may understand? to read with enough enthusiasm to interest others? to read in thought units with correct pronunciation and enunciation? to pitch his voice to allow for proper tone inflections?			
B. Has the child established the habit of reading silently first, then orally?			

	DATES		
	1st Six Weeks	Mid Term	End of Term
C. Does the child recognize the period, comma, question mark, and exclamation mark as having certain functions?			
D. Does the child hold the book at proper reading distance? hold the book in such a position as to permit the light to fali over left shoulder? move his eyes in a sweeping movement across the page with few pauses and regressions?			
V. Silent Reading Skills			
A. Does the child read more rapidly silently than orally?			
B. Can the child read material at the rate of 100 words per minute?			
C. Can the child read with speed and comprehension?			
D. Can the child read without head or lip movement? without use of a marker? without finger pointing?			
E. Can the child read second grade material silently independently?			

CHECKLIST FOR EVALUATING PROGRESS IN READING
Third Grade

Name _____ School _____

Teacher _____ Grade _____

Directions: Check each item to indicate progress
Use symbols: + (Satisfactory Progress)
- (Little or No Progress)

	DATES		
	1st Six Weeks	Mid Term	End of Term
I. Vocabulary Skills			
A. First Semester			
1. Has the child acquired a sight vocabulary suited to the third grade level?			
2. Does the child readily recognize the basic Dolch words taught in the first grade level?			
3. Does the child instantly recognize the basic Dolch words introduced in the second reader?			
4. Can the child read second grade material independently?			
B. Second Semester			
1. Does the child recognize three-fourths of the 682 new words taught in the third grade?			
2. Has the child mastered Dolch's Basic Sight Vocabulary?			
3. Can the child read third grade material independently?			
II. Word Analysis Skills			

	DATES		
	1st Six Weeks	Mid Term	End of Term
A. Does the child know all initial consonants and consonant blends?			
B. Does the child know long and short vowel sounds and symbols?			
C. Does the child know contractions and compound words?			
D. Does the child know the vowel rules and how to apply them?			
E. Does the child know the possessive form of words?			
F. Does the child know the silent letters in kn, wr, gn?			
G. Does the child know that g followed by i, e, y makes j sound, and that g followed by a, o, u, makes the guh sound?			
H. Can the child make plural forms changing f to v and adding es? adding s, es, ies?			
I. Does the child know the syllabication rules?			
J. Does the child show increased skill and independence in word attack through application of rules for helping himself in attacking new words through a combination of clues?			
III. Comprehension Skills			
A. Is the child able to locate information through use of the picture dictionary? use of the table of contents? use of supplementary books? use of titles and sub-titles?			
B. Does the child show comprehension of content by being able to find main idea? being able to establish sequences? being able to draw conclusions? being able to predict outcomes? being able to follow directions? being able to sense implied meaning? being able to summarize? being able to form major headings? being able to use maps and charts?			

	DATES		
	1st Six Weeks	Mid Term	End of Term
IV. Oral Reading Skills			
A. Does the child show growth in fluent oral reading			
by using correct expression and modulation of voice			
by reading with effective phrasing?			
by reading without substitutions, omissions, insertions and repititions?			
by using clear enunciation and correct pronunciation?			
by using punctuation aids in reading?			
B. Does the child			
hold the book at proper reading distance?			
hold the book so as to permit the light to fall over left shoulder?			
move his eyes in a sweeping movement across the page with few pauses and regressions?			
V. Silent Reading Skills			
A. Does the child show growth in reading by reading silently with no head, finger or lip movements?			
B. Does the child show comprehension of content of various kinds of reading material - informational, recreational, developmental - when reading silently for different purposes?			
C. Can the child read easy material with speed and comprehension at the rate of 120 to 140 words per minute?			
D. Can the child concentrate and read for a period of twenty to thirty minutes?			

GUIDE TO THE USE OF SUPPLEMENTARY MATERIALS TO ACCOMPANY
GINN'S PRE-READING AND PRE-PRIMER BASAL TEXTS

BASAL UNIT CONTENT	SUPPLEMENTARY MATERIAL CONTENT
Building Pre-Reading Skills	Building Pre-Reading Skills
Kit A Language	Readiness Pictures - Controlled Reader Readiness, Set 4C
Kit B Consonants	1. R (Pictures) 1,2,3,4,5,6 - Set 4C 2. R (Discrimination) 20, 21 - Set 4C Example: How many times do you see the word - airplane? 3. Recognition of small and capital Set 4D PrePrimer - P (Letter) I (Beginning sounds) Controlled Reader Set 4C Readiness R (Auditory discrimination) 24,25 (Rhyming sounds)
My Little Red Story Book (Pets)	1. R (Category) 9 Animals - Controlled Reader - Set 4C Picture letter association - Controlled Reader P (Pic and Letter) 5 - Set 4 (Readiness) Example: Pets - monkey, fish Letters m, f
My Little Blue Story Book (Foods)	1. R (Category) 7 (Fruit) Controlled Reader Set 4C 2. Pre-Primer: Controlled Reader Set 4D P (Picture and Letter) 5 Example: Food - egg, apple e a cake, milk c m
My Little Green Story Book (Toys)	1. R (Category) 8 Toys Controlled Reader Set 4C Readiness Example: drum, blocks, ball 2. R (Category) 7 Tools Example: hammer, saw, rake

GUIDE TO THE USE OF SUPPLEMENTARY MATERIAL TO ACCOMPANY
THE LITTLE WHITE HOUSE - Primer

BASAL UNIT CONTENT	SUPPLEMENTARY MATERIAL CONTENT
	Miscellaneous
Unit 1 Home	1. R (Category) 7,8,10 - Controlled Reader 4C Example: Call the name of objects found in the home: chair cup refrigerator table
Unit 2 Pets	2. R (Category) 9 - Controlled Reader 4C Example: Call the name of the animal which would be good pets: cat horse dog rabbit
Unit 3 Birthday Surprises Miscellaneous	1. R (Visual Discrimination) 11 Controlled Reader 4C Example: Relationship of words (kind) hoe shovel camel tiger toaster bread
R (Category) 9 Parts of the body Example: legs, foot, arm	2. R (V. Dis) 14 Example: Name the color of the object that is different: Mouse - gray Candle - white Ball - blue
Unit 4 At the Farm	3. R (Visual Discrimination) 12,13 Controlled Reader 4C (Size 13) (Color 14) Example: size - elephant - big frog - little Example: color 14 - mouse - gray cat - white
	4. R(Reasoning) 18,19 Controlled Reader 4D Name the objects associated with the farm. Example: wagon, barn, horse w b h

BASAL UNIT CONTENT	SUPPLEMENTARY MATERIAL CONTENT
Unit 5 The New Toys	1. R(Visual Discrimination) 14, 15, 16, 17 Controlled Reader 4C Readiness Example: Find the objects which are - toys crayons balloons piggybank
Unit 6 Fun for You and Me	2. R (Visual Discrimination) 18,19 Controlled Reader - Set 4C Readiness Example: Association - pick the object that does not belong: eyes arrow eyeglasses nail hammer fan
Unit 7 Fun at Home and Away	1. Controlled Reader 4C Readiness R (Reasoning) 18, 19 Example: Classifictions, association of things found in the home: picture telephone chair lightbulbs 2. Controlled Reader 4D Pre-Primer Name the things associated with fun at home. Example: Christmas tree, ice-cream cones 3. Controlled Reader 4D Pre-Primer R (Category) 9 Pick out the animals in the word lists Example: cat, goat, pig

GUIDE TO THE USE OF SUPPLEMENTARY MATERIAL TO ACCOMPANY
ON CHERRY STREET - FIRST READER

BASAL UNIT CONTENT	SUPPLEMENTARY MATERIAL CONTENT
Unit 1 We Go To School	
"Here We Go" p. 6	"Bobo Goes to School" Set 4e Controlled Reader - Reading Level 1
"The Birthday Chair" p. 11 (dog story)	"Boo Takes a Trip" p. 4 Reader's Digest - Grade 1 - Second Semester "Henry, a Good Dog" Set 4e Controlled Reader - Reading Level 1
"The New School Bag" p. 15 (school bag and kitten)	"The Little White Kitten" Set 4e Controlled Reader - Reading Level 1
"Betty and Nan" p. 19 (new dresses)	"A New Dress" Set 4e Controlled Reader - Reading Level 1
"The Big Button" p. 23 (lost button)	"The Lost Pennies" Set 4e Controlled Reader - Reading Level 1
"The New Book" p. 27 "The Wonderful School Bus" p. 29 (school bus and balloons)	"Up Went the Balloons" Set 4e Controlled Reader - Reading Level 1
Unit 2 Fun at Home	
"Mr. Snowman" p. 36 "The Old Sled" p. 41 "Down Cherry Street Hill" p. 45 (snow stories)	"The Snow Children" Set 4e Controlled Reader - Reading Level 1
"A Book for Father" p. 49 "Scat! Scat! Little Cat!" p. 53 (a lost kitten)	"My Friend Missy" p. 29 Reader's Digest - Grade 1 - Second Semester "The Little White Kitten" Set 4e Controlled Reader - Reading Level 1 "A Home for Kittens" Set 4e Controlled Reader - Reading Level 1

BASAL UNIT CONTENT	SUPPLEMENTARY MATERIAL CONTENT
Unit 3 Mr. Mac's Store	
"The Bread Wagon" p. 60 "Apples and Eggs" p. 69 (going to the store for Mother)	"Peggy Gives Four Presents" p. 35 Reader's Digest - Grade 1 - Second Semester
"The Lost Pocket" p. 66	"Pockets" Set 4e Controlled Reader Reading Level 1
"Where is Bunny?" p. 73 (lost toy)	"At the Toy Store" "Something Funny" Set 4E Controlled Reader - Reading Level 1
"Ben and the Truck" p. 78	
Unit 4 Story Time	
"Little Rooster and Little Hen" p. 84 "The Story of Little Lamb" p. 89 (playing a trick)	"A Trick for a Treat" p. 54 Reader's Digest - Grade 1 - Second Semester
"One Little Feather" p. 93 "The Pancake Man" p. 97 "The Monkeys' House" p. 104 "Funny Bunny Rabbit" p. 109 (rabbit story)	"Mother Rabbits Party" Set 4e Controlled Reader - Reading Level 1
Unit 5 "On Cherry Street"	
"A Funny Surprise" p. 118 "The Little Monkey" p. 123	"Pete at the Party" Set 4e Controlled Reader - Reading Level 1
"Susan and the Telephone" p. 128 (a surprise)	"Betty's Big Surprise" p. 59 Reader's Digest - Grade 1 - Second Semester
"The Street Sprinkler" p. 134 "At the Toy Store" p. 137 (mischievous dog)	"Bing on the Farm" Set 4e Controlled Reader - Reading Level 1
"Better Than a Letter" p. 141 (a new friend)	"At the New House" Set 4e Controlled Reader Reading Level 1

BASAL UNIT CONTENT	SUPPLEMENTARY MATERIAL CONTENT
Unit 6 Happy Days at the Farm	
"Tom and Pony at the Farm" p. 146 (pony and farm story)	"Snow Man" p. 18 Reader's Digest - Grade 1 Second Semester
	"The Pony Ride" Set 4e Controlled Reader - Reading Level 1
"Fish for Dinner" p. 149	
"Flip at the Brook" p. 155 (mischievous dog)	"Bing on the Farm" Set 4e Controlled Reader - Reading Level 1
"A Funny Party" p. 167	
"The New Fence" p. 171 (farm story)	"The Broken Down Barn" Set 4e Controlled Reader - Reading Level 1
Unit 7 Just for Fun	
"Mr. Rabbit and the Two Ducks". p. 176 (rabbit and ducks)	"What Can it Be?" Set 4e Controlled Reader - Reading Level 1
"Garden by the Brook" p. 181 (animal story)	"Chubby Bear" Set 4e Controlled Reader- Reading Level 1
"The Picnic Basket" p. 188 (animal story)	"The Animals in the Water" Set 4e Controlled Reader - Reading Level 1
"Jingle Learns to Dance" p. 193 (horse story)	"Snow Man" A True Story p. 10 Reader's Digest - Grade 1 Second Semester
	"Buttercup, the Horse, Set 4e Controlled Reader - Reading Level 1
"Up the Hill" p. 199	
"Ear Muffs for All" p. 205	
"Little Yellow Chick" p. 209	
"Baby Bear" p. 215	

GUIDE TO THE USE OF SUPPLEMENTARY MATERIAL TO ACCOMPANY
WE ARE NEIGHBORS, 100 EDITION
Grade Two

BASAL UNIT CONTENT	SUPPLEMENTARY MATERIAL CONTENT
Unit 1 Garden Street Neighbors	
"Good Neighbors" p. 8 "The New Neighbors" p. 20 "Neighbors" poem p. 24	"How to Make Friends" Set 4f Controlled Reader - Second Grade
"Just Like New" p. 14 (painting)	"Making a Tree House" Set 4f Controlled Reader - Second Grade
"Mike and His Neighbors" p. 25 (dog story)	"Boo Takes a Trip" p. 4 Reader's Digest - Grade 1 Second Semester
	"The Dog for You" p. 76 Reader's Digest - Grade 2 Part 1
	"Chips Finds the Way" Set 4f Controlled Reader - Second Grade
"Toys for Two" p. 30 (birthday story)	"Peggy Gives Four Presents" p. 35 Reader's Digest - Part 1 Grade 1 - Second Semester
	"The Red Flyer" p. 105 Reader's Digest - Grade 2 Part 1
	"Twins at the Farm" Set 4e Controlled Reader - Reading Level 1
	"Jimmy and Johnny" Set 4e Controlled Reader - Reading Level 1
"Mr. Joe's Rabbits" p. 37 (a fire)	"How Lee Got His Picture in the Paper" Set 4e Controlled Reader - Reading Level 1
	"Fire on the Roof" Set 4f Controlled Reader - Second Grade

BASAL UNIT CONTENT	SUPPLEMENTARY MATERIAL CONTENT
Unit 2 Animal Neighbors	
"Happy, the Monkey" p. 44 (a pet story)	"A Trick for a Treat" p. 54 Reader's Digest Grade 1 Second Semester
	"Chimps Are Smart" p. 60 Reader's Digest Grade 2 Part 1
"Toddle, the Turtle" p. 51	"The Turtle Knows" p. 118 Reader's Digest - Grade 2 Part 1
Poem -"The Turtle" p. 57	"The Right Pet for an Apartment" Set 4f Controlled Reader - Second Grade
"Zeke, the Raccoon" p. 58	"Who Took the Cookies" Set 4f Controlled Reader - Second Grade
	"Hungry Raccoons" Set 4f Controlled Reader - Second Grade
"Tobby and Her Kittens" p. 65	"Puff Runs Away" Set 4e Controlled Reader - Reading Level 1
	"A Home for Kittens" Set 4e Controlled Reader - Reading Level 1
"Nibbles, the Squirrel" p. 70	
Poem -"I Held a Lamb" p. 76 (lamb)	
"The Big Baby" p. 77 (elephant story)	"The Elephant and the Whale" Set 4f Controlled Reader - Second Grade
Unit 3 Good Times	
"Surprise on Wheels" p. 84	"A Wagon Race" Set 4f Controlled Reader - Second Grade
"The Blue Dishes" p. 92	
"The Pet Parade" p. 99	

BASAL UNIT CONTENT	SUPPLEMENTARY MATERIAL CONTENT
"Funny Pictures" p. 105 (painting pictures)	"A New Way to Tell a Story" Set 4e Controlled Reader - Reading Level 1
"The New Football" p. 110	
"Fun for All" p. 117 (making rhymes)	"Tell Us a Story" Set 4e Controlled Reader - Reading Level 1
Unit 4 Story Fun	
"Sonny" p. 123 (duck)	"Downy Duck" Set 4e Controlled Reader - Reading Level 1
"The Good Old Horse" p. 128	"Snow Man - A True Story" p. 10 Reader's Digest Grade 1 Second Semester
	"More Than a Horse" p. 44 Reader's Digest - Grade 2 Part 1
	"Charlie Gets Through" p. 5 Reader's Digest - Grade 2 Part 1
	"Buttercup, the Horse" Set 4e Controlled Reader - Reading Level 1
	"Jasper" Set 4f Controlled Reader - Second Grade
"The Red Shoes" p. 133 (birthday gift)	"Peggy Gives Four Presents" p. 35 Reader's Digest - Grade 1 Second Semester
"Mr. Wishing Went Fishing" p. 142	"The Great Big Fish" Set 4f Controlled Reader - Second Grade
"The Four Rubbers" p. 150 (a kitten story)	"Dot and the Rain" Set 4e Controlled Reader - Reading Level 1
"Puppy" p. 157	"The Dog for You" p. 76 Reader's Digest - Grade 2 Part 1

BASAL UNIT CONTENT	SUPPLEMENTARY MATERIAL CONTENT
Unit 5 People Who Work for Us	
"Has the Milk Come?" p. 164 (the milkman)	"Who Did it?" p. 30 Reader's Digest - Grade 2 Part 1
	"Keeping Your Eyes Open" Set 4f Controlled Reader - Second Grade
"Ginger and the New Wall Paper" p. 168 (dog story)	"The Dog for You" p. 76 Reader's Digest - Grade 2 Part 1
"A Dog by Express" p. 173	"Boo Takes a Trip" p. 4 Reader's Digest Grade 1 Second Semester
"Our T.V. Does Not Go" p. 179	"The Television Show" Set 4f Controlled Reader - Second Grade
"The Baker's Truck" p. 183	
"The Five Brothers" p.187	"The Three Brothers" Set 4f Controlled Reader - Second Grade
Unit 6 Round Go the Wheels	
"Mr. Buzzby" p. 196 (farm story)	"Going to Live on a Farm" Set 4f Controlled Reader - Second Grade
	"First Day on the Farm" Set 4f Controlled Reader - Second Grade
"The Turners' Trip" p. 201	"A Trip to the Seashore" Set 4f Controlled Reader - Second Grade
"A Trip in the Little Caboose" p. 209	"The Train Ride" Set 4e Controlled Reader - Reading Level 1
"The Truck and the Snowman" p. 218 (cold and warm climates)	"The Snow Children" Set 4e Controlled Reader - Reading Level 1
	"The Coldest Place in the World" p. 38 Reader's Digest Grade 2 Part 1

BASAL UNIT CONTENT	SUPPLEMENTARY MATERIAL CONTENT
"Mike Mulligan and His Steam Shovel" p. 224	
Unit 7 Storybook Friends	
"The Very Big Cow" p. 236	
"The Monkeys and the Fruit Trees" p. 240	
"The Old Woman and the Fox" p. 245	
"Stone Soup" p. 259	
"Wee Robin's Christmas Song" p. 265	"Feeding Birds in Winter" Set 4f Controlled Reader - Second Grade
Poem -"Friend Robin" p. 269	"The Flying Mouse" Set 4f Controlled Reader - Second Grade

GUIDE TO THE USE OF SUPPLEMENTARY MATERIAL TO ACCOMPANY
AROUND THE CORNER, 100 EDITION
Grade Two

BASAL UNIT CONTENT	SUPPLEMENTARY MATERIAL CONTENT
Unit 1 We Live in a City	
"Here Comes the Parade" p. 8 (balloon parade)	"Up Went the Balloon" Set 4e Controlled Reader - Level 1
"Boxes and Boxes" p. 13	
"At the Big Store" p. 19	
"Chris" p. 23 (a dog story)	"The Very Special Passenger" p. 70 Reader's Digest - Grade 2 Part 1
"A Birthday Surprise" p. 31	"The Birthday Party" Set 4e Controlled Reader - Level 1
Poem -"City" p. 36	"Trucks in the City" No. 1 "Riding is Fun" No. 11 Gates-Peardon Reading Exercises Level A
	"Riding on a Trolley Car" No. 3 Gates - Peardon Reading Exercises Level B
Unit 2 Circus Stories	
"Casey Joins the Circus" p. 38	"The Friendly Lion" Set 4f Controlled Reader - Second Grade
	"Spot, the Watch Dog" "Spot, the Show Dog" Set 4f Controlled Reader - Second Grade
"The Lost Ticket" p. 45 "Here Come the Clowns" p. 49	"The Clown Who Was Not Funny" Set 4f Controlled Reader- Second Grade
"The Little Old Woman and the Baby Elephant" p. 55	"The Elephant and the Whale" Set 4f Controlled Reader - Second Grade

BASAL UNIT CONTENT	SUPPLEMENTARY MATERIAL CONTENT
Unit 3 All Around the City	
"Ken and the Ball Game" p. 64	"What Do You Like to Do" No. 7 Gates - Peardon Reading Exercises Level A
"Two Horses" p. 70	"Does a Horse Remember?" No. 14 Gates - Peardon Reading Exercises Level B
Poem -"Dolly" p. 75	
"Red Roots, Green Roofs" p. 76	"The House That Moved Away" p. 22 Reader's Digest Grade 2 Part 1
"Oscar and the Bus Driver" p. 83	"The Very Special Passenger" p. 70 Reader's Digest Grade 2 Part 1
"The Little Farm in the Big City" p. 89	
Unit 4 Up and Away	
"Airplane Andy" p. 102 "The Flying Fireman" p. 110 "Pedro and the Pilot" p. 115 "Big Fellow and the Airfield" p. 121 "Hoppy, the Helicopter" p. 126 Poem -"Something to Think About" p. 132	"The Balloon That Got Away" p. 22 Reader's Digest Grade 1 Second Semester
	"Rocket Away" p. 84 Reader's Digest Grade 2 Part 1
	"The Airplane Ride" Set 4e Controlled Reader Level 1
	"Traveling by Air" No. 4 Gates - Peardon Reading Exercises Level B
Unit 5 Once Upon a Time	
"The Boy and the Door" p. 134	
"Jack and the Beanstalk" p. 138	
"Mr. Rabbit, Rain-maker" p. 147	
Poem -"The Rabbit" p.154	
"Tom Thumb" p. 155	

BASAL UNIT CONTENT	SUPPLEMENTARY MATERIAL CONTENT
Unit 6 Out of Doors	
"Bushy Tail" p. 162	"Take Care of the Woods" p. 18 Reader's Digest Grade 1 Part 1
"Across the River" p. 169	
"Mother Blacktail and Her Twins" p. 173	"Grandma and the Skunks" p. 10 Reader's Digest Grade 2 Part 1
"Little Pond in the Big Woods" p. 177	"Billy's Chipmunk" Set 4f Controlled Reader - Second Grade
"Johnny and Teeny" p. 185	"The Little Wild Goose" Set 4f Controlled Reader - Second Grade
Unit 7 Stories for Fun	
"The Seven Little Piffles" p. 190	
"The Wonderful Washing Machine" p. 196	
"Timothy, the Little Brown Bear" p. 200	
"Mrs. Goose and the Strange People" p. 208	
Unit 8 In City and Country	
"The Best Surprise" p. 216	
"The Hollyberrys at the Shore" p. 222	"Betty's Big Surprise" p. 216 Reader's Digest Grade 1 Second Semester
	"The Treasure Trunk" Set 4f Controlled Reader - Second Grade
"The Little Woman Wanted Noise" p. 228	"The Trouble with Jake" No. 3 Gates - Peardon Reading Exercises Level A
"David's Silver Dollar" p. 238	"Coins of Our Country" No. 12 Gates - Peardon Reading Exercises Level B
	"The Spring Storm" Set 4f Controlled Reader - Second Grade

GUIDE TO THE USE OF SUPPLEMENTARY MATERIAL TO ACCOMPANY
FINDING NEW NEIGHBORS, 100 EDITION
Grade Three

BASAL UNIT CONTENT	SUPPLEMENTARY MATERIAL CONTENT
Unit 1 - Good Times Together	
"Big Barby" p. 8 (horse)	
"In Spring in Warm Weather" - Poem p. 17 (animals)	"More Than a Horse" p. 44 Reader's Digest - Grade 2 Part 1 "Does a Horse Remember?" No. 14 Gates - Peardon Reading Exercises Level B
"Speckles and the New Boy" p. 18	
"Cowboys Are Brave" p. 28	"Ride, Cowboy, Ride" p. 4 Reader's Digest - Grade 2 Part 1
"Something New for Carol" p. 36	
"The Animal Store" Poem p. 44	"Dollars and Sense" p. 122 Reader's Digest - Grade 3 Part 1 "Money for a Tree House" Set 4f Controlled Reader - Second Grade "A Cold Drink Stand" Set 4f Controlled Reader - Second Grade "Coins of Our Country" No. 12 Gates - Peardon Reading Exercises Level B
Unit 2 At the Zoo	
"Teeny and the Tall Man" p. 46 (zoo)	"Chimps Are Smart" p. 61 Reader's Digest Grade 2 Part 1
"The Chimpanzee That Mopped the Floor" p. 54	
"Strange Friends" p. 60 (lion and dog)	"Monkeys Out on the Town" p. 26 Reader's Digest Grade 3 Part 1

BASAL UNIT CONTENT	SUPPLEMENTARY MATERIAL CONTENT
"Wonderful Day" Poem p. 66 (zoo)	"The Brave Lion" No. 9 Gates - Peardon Reading Exercises Level B
"The Doctor at the Zoo" p. 67	
"The Little Cat That Would Not Sleep" p. 74	
"Z" Poem p. 80 (zoo animals)	
Unit 3 Just for Fun	
"Helping Hilda" p. 82	
"New Shoes" p. 93	
"Baby Bears" p. 100	"Grandma and the Skunks" p. 10 Reader's Digest Grade 2 Part 1
	"Tall Tales, But True" p. 49 Reader's Digest - Grade 3 Part 1
"How Percival Caught the Tiger" p. 108	
"Azor" p. 112	"Joe Keller's Farm" p. 54 Reader's Digest Grade 2 Part 1
"Some Fishy Nonsense" Poem p. 122	"Story of a Bullfrog" Gates - Peardon No. 10 Reading Exercises Level A
Unit 4 Indian Children	
"Little Fox of the Forest" p. 124	"Lost in the Mountains" p. 78 Reader's Digest Grade 2 Part 1
"Blue Corn Flower" p. 134	
"Home" Poem p. 142	"Harvesting Wild Rice" p. 105 Reader's Digest Grade 3 Part 1
"The Eagle Hunt" p. 146	
"He Who Thinks Well and Runs Quickly" p. 155	"Indian Buffalo Hunt" Set 4g Controlled Reader - Third Grade
"Billy Tigertail" p. 170	"Little Arrow" Set 4g Controlled Reader - Third Grade

BASAL UNIT CONTENT	SUPPLEMENTARY MATERIAL CONTENT
Unit 5 Americans All	
"The Rodeo" p. 180	"Ride, Cowboy, Ride" p. 4 Reader's Digest Grade 2 Part 1
"The Horse Who Lived Upstairs" p. 188	"Charlie Gets Through" p. 51 Reader's Digest Grade 2 Part 1
"Dan Learns to Pitch" p. 196	"Captain of the Team" Set 4g Controlled Reader - Third Grade
	"What Do You Like to Do?" No. 7 Gates - Peardon Reading Exercises Level A
"Benjue" p. 206	
"New Moon and the Dragon" p. 220	
Unit 6 Days Everyone Likes	
"The Boy Who Believed" p. 232	
"Halloween" p. 237	
"Thanksgiving Day" p. 238	
"Chanukah" Poem p. 239	
"Barney on T. V." p. 251	"The Television Show" Set 4f Controlled Reader - Second Grade
"Merry Easter" p. 259 (Mexican custom)	
"Christmas with Stinta Mor" p. 240	"Betsy's Christmas List" Set 4f Controlled Reader - Second Grade
	"Nina's Christmas" Set 4g Controlled Reader - Third Grade
Unit 7 Old, Old Stories	
"The King's Contest" p. 270	
"The Traveling Musicians" p. 280	
"Chanticleer" Poem p. 287 (rooster)	"The Trouble with Jake" Gates - Peardon No. 3 Reading Exercises Level A

BASAL UNIT CONTENT	SUPPLEMENTARY MATERIAL CONTENT
"The Fox and the Crow" p. 288	"Mr. Tricks Gets Away" p. 75 Reader's Digest Grade 3 Part 1
	"Mr. Fox and Mr. Wolf" Set 4f Controlled Reader - Second Grade
"The Lad and the North Wind" Play p. 289	
"The Princess Who Always Believed What She Heard" p. 296	"The Princess Has a Picnic" Set 4f Controlled Reader - Second Grade

GUIDE TO THE USE OF SUPPLEMENTARY MATERIAL TO ACCOMPANY
FRIENDS FAR AND NEAR, 100 EDITION
Grade Three

BASAL UNIT CONTENT	SUPPLEMENTARY MATERIAL CONTENT
Unit 1 All Through the Year	
"Bob's Summer Sleighride" p. 8 (whole)	"The Elephant and the Whale" Set 4f Controlled Reader - Second Grade
"The Most Wonderful Thing in the World" p. 22 (bravery)	"Fire on the Roof" Set 4f Controlled Reader - Second Grade
"Snow-in Hill" p. 32	"The Spring Storm" Set 4e Controlled Reader - Second Grade
"Sleigh Bells" Poem p. 43	"The Man From the Storm" Set 4f Controlled Reader - Second Grade
	"Who Wants Snow" No. 10 Gates - Peardon Reading Exercises Level B
"The Birthday Apple Tree" p. 44	"Johnny and the Bee Tree" Set 4f Controlled Reader - Second Grade
"Four Seasons" Poem p. 54	
Unit 2 People at Work	
"The Men Who Run the Trains" p. 56	"The First Railroad" Set 4g Controlled Reader - Third Grade
	"Riding on a Trolley Car" No. 3 Gates - Peardon Reading Exercises Level B
"The Forest Firemen" p. 66	
"Skyscraper Is a City's House" Poem p. 79	
"Skyscraper Housekeeping" p. 80	
"Ready to Roll" p. 89 (truck)	"Tracks in the City" No. 1 Gates - Peardon Reading Exercises Level A

BASAL UNIT CONTENT	SUPPLEMENTARY MATERIAL CONTENT
"Ready to Roll" p. 89	"The House That Moved Away" p. 22 Reader's Digest Grade 2 Part 1
"The Steam Shovel" Poem p. 102	
Unit 3 Old Tales from Different Lands	
"How Spider Got a Thin Waist" p. 104	"Your Wonderful Back Yard" p. 98 Reader's Digest Grade 2 Part 1
"The Three Feathers" p. 112	
"Drakestail" p. 123	
"The Princess and the Fisherman" p. 137	
Unit 4 Out of Doors	
"Fish for Breakfast" p. 150	"The Great Big Fish" Set 4f Controlled Reader - Grade 2
"Tracks in the Snow" Poem p. 167	"Animals in Winter" Set 4f Controlled Reader - Grade 2
"The Caterpillar" Poem p. 180	
"Explorers" Poem p. 180	
"White-footed Mice" p. 158	"Tall Tales, But True" p. 49 Reader's Digest - Grade 3 Part 1
"A Baby Whale's Adventure" p. 168	"The Elephant and the Whale" Set 4f Controlled Reader - Grade 2
Unit 5 Children Everywhere	
"Toto of the South Seas" p. 182	
"A Picnic in Ireland" p. 190	"The Magic Throwing Stick" p. 4 Reader's Digest Grade 3 Part 1
"My Dog Rinty" p. 198	
"The Poppy Seeds" p. 207	"I Like Mexicans" p. 84

BASAL UNIT CONTENT	SUPPLEMENTARY MATERIAL CONTENT
"Ready to Roll" p.89 (Cont'd)	"The House That Moved Away" p.22 Readers Digest Grade 2 - Part 1
"The Steam Shovel" Poem p.102	
Unit 3 Old Tales from Different Lands	
"How Spider Got a Thin Waist" p.104	"Your Wonderful Back Yard" p.98 Readers Digest - Grade 2 - Part 1
"The Three Feathers" p.112	
"Drakestail" p.123	
"The Princess and the Fisherman" p.137	
Unit 4 Out of Doors	
"Fish for Breakfast" p.150	"The Great Big Fish" Set 4f Controlled Reader - Grade 2
"Tracks in the Snow" Poem p. 167 p.167	"Animals in Winter" Set 4f Controlled Reader - Grade 2
"The Caterpillar" Poem p.180	
"Explorers" Poem p.180	
"White-footed Mice" p.158	"Tall Tales, But True" p.49 Readers Digest - Grade 3 - Part 1
"A Baby Whale's Adventure" p.168	"The Elephant and the Whale" Set 4f - Controlled Reader - Grade 2
Unit 5 Children Everywhere	
"Toto of the South Seas" p.182	"The Magic Throwing Stick" p.4 - Readers Digest - Grade 3 Part 1
"A Picnic in Ireland" p.190	
"My Dog Rinty" p.198	
"The Poppy Seeds" p.207	"I Like Mexicans" p.84

BASAL UNIT CONTENT	SUPPLEMENTARY MATERIAL CONTENT
"A Cap for Mul Chand" p. 220	"I Like Mexicans" p. 84 Reader's Digest Grade 3 Part 1
"Dawn" Poem p. 232	"Let's Look at Holland" No. 5 Gates - Peardon Reading Exercises Level B
Unit 6 Make-Believe Tales	
"The Thirsty Lion" p. 234	"The Friendly Lion" Set 4f Controlled Reader - Second Grade
	"The Brave Lion" No. 9 Gates - Peardon Reading Exercises Level B
"Gears and Gasoline" p. 246	
"What the Old Man Does Is Always Right" p. 255	
"Space Ship Under the Apple Tree" p. 255	"Rockets Away!" p. 84 Reader's Digest Grade 2 Part 1
"The Falling Star" Poem p. 276	"Shooting Stars" Set 4g Controlled Reader - Third Grade
Unit 7 Adventures of Other Days	
"Little Black Bear Goes to School" p. 278	"Who Was Johnny Appleseed?" No. 13 Gates - Peardon Reading Exercises Level B
"Katy's Quilt" p. 288	
"The Rag Bag" Poem p. 295	
"Juan's New Boots" p. 296	
"Stocky Saves the Day" p. 304	"Lost in the Mountains" p. 78 Reader's Digest Grade 2 Part 1
	"Little Arrow" Set 4g Controlled Reader - Third Grade
"The Top of the World" p. 312	"The Coldest Place in the World" p. 38 Reader's Digest Grade 2 Part 1

List of Supplementary Materials in all Vermilion Parish Schools

Grades One, Two Three

1. Barnell Loft Specific Skill Series - Level A
2. The Reader's Digest Skill Builders - Level 1, 2, 3
3. Gates - Peardon Reading Exercises Preparatory - Level A
4. Gates - Peardon Reading Exercises Preparatory - Level B
5. Controlled Reader Set 4c Readiness
6. Controlled Reader Set 4d Pre-Primer
7. Controlled Reader Set 4e Level 1
8. Controlled Reader Set 4f Level 2
9. Controlled Reader Set 4g Level 3
10. Controlled Reader Set 3c Comprehension Power Series
11. Enrichment Material - Example: Childcraft
12. Phonics in a Nutshell

List of Supplementary Materials in some of the schools in Vermilion Parish

Grades One, Two, Three

1. McCall - Crabbs
2. S. R. A. Reading Laboratories
3. Webster Practice Readers
4. Supplementary Basal Texts Example: Scott Foresman, Row Peterson

Materials That May be Borrowed from the Reading Laboratories

1. S. R. A. Reading Laboratories - Level 1, 2, 3
2. E. D. L. Study Skills Library Kit - Level 3
3. Audio - Readers - (Tapes) - Level 1, 2, 3
4. E. D. L. - Listening Tapes - Level 3

The developmental reading program includes the use of basal supplementary readers and supplementary skilltexts.

A suggested outline of the supplementary materials which is found in all schools has been formulated to help teachers use this material in correlation with the developmental reading program. The supplementary reading material is of high interest level. Children can read at a higher level from interesting materials. The supplementary

reading should add to the motivation and reinforcement phases of the developmental reading program.

A list of stories not used in correlation with the basal reading material is listed. The teachers may select stories at the various grades levels as the need arises.

STORIES IN READER'S DIGEST
Grade 1 - Second Semester
(Not Used in First Grade)

Take Care of the Woods

Front Row at a Good Show

Workers in the Sky

The Balloon That Got Away

STORIES IN READER'S DIGEST
Grade 1 - Second Semester
(Not Used in Second Grade)

My Friend Missy

Front Row at a Good Show

Workers in the Sky

CONTROLLED READING SELECTIONS
FOR THE FIRST GRADE SET 4e
(Not Used in the First Grade)

Father's Surprise

A Name for the Dog

A House for Bing

Lee and Ann Play

A Surprise for Bing

The Airplane Ride

Bing and the Kitten

Puff Runs Away

Boys and Girls

A Surprise for Lee

The Birthday Party

Come to the Farm

The Train Ride

Home Again

The Pig Gets Out

Mary Gets Up

Twins at the Farm

Jimmy and Johnny

Finding Eggs

Tell Us a Story

A New Way to Tell a Story

The New Black Car

Downy Duck

Dress-up Party

Dot and the Rain

The Boat Ride

How Lee Got His Picture in the Paper

The Lost Shoes

A Penny for Susan

STORIES IN READER'S DIGEST
Grade 2 Part 1
(Not Used in Second Grade)

Ride, Cowboy, Ride!

Pete Gets His Hat

Joe Keller's Farm

The Big Man

Lost in the Mountains

The Stolen Bush

Your Wonderful Back Yard

He Fooled an Ant

CONTROLLED READING SELECTIONS
For the Second Grade Set 4f
(Not Used in the Second Grade)

Mr. Appleby's Party

A Place to Play

Money for a Tree House

A Cold Drink Stand

A Penny Trick

A Walk in the Woods

A New Suit

Mr. Fox and Mr. Wolf

Betsy's Christmas List

Johnny and the Bee Tree

Ned Waits for Tomorrow

Mother and Father Wait for Tomorrow

Zeke at the Park

The Sun

The Little Pine Tree

The Boy Who Cried Wolf

Patty Has Chicken Pox

Country Boy

The Princess Has a Picnic

The Man from the Storm

Judy's Tooth

Captain Sam

STORIES IN GATES-PEARDON
Reading Exercises Level A
(Not Used in the Second Grade)

The Bird Feeder

Orange Grove in Florida

Dingdong Bell

The Wise Old Owl

The Missing Myna Bird

The Long, Long Walk

Story of a Bullfrog

Fog

Sheep and a Sheep Dog

Window Shopping

STORIES IN GATES-PEARDON
Reading Exercises Level B
(Not Used in the Second Grade)

Wild Ponies

Beautiful Babies

Let's Look at Holland

About Penguins

Sam and His Fiddle

Mountain Adventure

The Brave Lion

Who Wants Snow?

The O'Leary Girls: Tugboats

Who Was Johnny Appleseed?

STORIES IN READER'S DIGEST
Grade 3
(Not Used in Third Grade)

Skippy Comes Home

Butter and Egg Lady

The Magic Eye

A New Kind of Goodness

The Shot That Backfired

Rain Proof

Trash or Treasure?

The Secret Path

Goofy Gobblers

Wonders Under Water

CONTROLLED READING SELECTIONS
For the Third Grade Set 4g
(Not Used in the Third Grade)

The Elf's Treasure

Max the Cat

Nancy Has the Mumps

The First Fire

Juan and the Wild Man

Don and His Dad

Don't Run from Snakes

The Fish and the Ring

Letters about the Grand Canyon

Breakfast for Mother

Cracker Factory

Joan and the Bees

John Paul Jones

Count the Donkeys

A Boy and a Bird

Money and Banks

A Visit to the Lighthouse

The Big Trout

Noise at the Creek

STORIES IN GATES-PEARDON
Reading Exercises Level A
(Not Used in Third Grade)

The Bird Feeder

Orange Grove in Florida

Dingdong Bell

The Wise Owl

The Missing Myna Bird

The Long, Long Walk

Riding is Fun

Fog

Sheep and a Sheep Dog

Window Shopping

STORIES IN GATES-PEARDON
Reading Exercises Level B
(Not Used in Third Grade)

Wild Ponies

Beautiful Babies

Traveling by Air

About Penguins

Sam and His Fiddle

Mountain Adventure

The O'Leary Girls: Tugboats

GROUPING FOR EFFECTIVE READING INSTRUCTION

Introduction

1. The reading program requires a systematic development of skills, an extension of interests, hobbies, and backgrounds, based upon the needs, abilities, interests and experiences of children.
2. There is no set pattern for grouping. Each teacher must adapt the basic procedures to fit the varying needs of the children in her class.

Grouping for Reading Purposes

Reading activities are three main types: Developmental, Functional, and Recreational.

1. Developmental reading: (Learning to read) group reading lessons, use of basal readers and supplementary materials.

2. Functional reading: (Reading to learn) includes reading to find out things.

   a. Whole class activities
   b. Small groups of committees, each with a special assignment, or individual reading
   c. Functional reading activities: skills that have been taught are practiced in a variety of situations in which students read on topics of concern to class enterprises, related to content. Functional skills are effectively developed in content areas.
      (1) The composition of a group in committee work is different from that for a developmental reading lesson.
      (2) A good reader does wide reading about the topic.
      (3) The poor reader makes illustrations, handwork, or other related activity, or reads in low readability books which parallel content of texts.

3. Recreational reading: individualized, free reading period to develop and broaden interests and create opportunity for personal development.

4. A balanced reading program will consist of whole-class activities, some completely individualized instruction and some activities by groups.

5. Homogeneous or ability grouping may be satisfactory because of the wide differences of the ability of pupils. Ability grouping narrows the range of differences and enables the teacher to meet the needs of the pupils more effectively.

Efficiency in Group Work

1. Careful planning a weekly schedule

2. Length of the period and activities within the period are adjusted to children's attention span.

3. Each group given clear, specific directions and materials which provide a challenge and a chance for success.

4. Group instruction does not eliminate the need for individual attention.

a. Slow child may need very simple thought questions.
b. Shy child may need extra praise and encouragement.
c. Some need to slow down for greater accuracy.
d. Others need to speed up.
e. Much individualization can be done during group sessions especially with developing needed skills. On the spot instruction is effective instruction.

Grouping by Inexperienced Teachers

1. Start with two groups: (1) average and superior (2) slow group

2. As teacher becomes accustomed to working with groups and more sensitive to individual needs, additional groups may be set up.

a. Best readers separated from average group
(1) Given supplemental readers, or supplementary assignments, engage in activities designed to develop special skills. Capable of more effective independent activities. Need to be challenged.
(2) Establish short-term special groups
(a) Special skill development: phrase reading or vowel sounds
(b) Special interests groups

3. Some teachers work best with 3 groups.

4. For some, a two-group program, supplemented by whole class reading will effectively provide for reading needs, especially if the teacher does not feel adequate in managing more groups or where range of reading abilities is not wide.

5. Be alert to signs of wrong placement, and keep placement flexible so that the student is shifted when the need becomes evident. However, as the range between groups widen, be certain that in moving a child to a higher group he is not frustrated or misses important skills.

A Structured Reading Program: Basal Reader Approach

1. Provides for the introduction and development of vocabulary, background, and concepts.

2. Provides for a carefully developed and sequential program of word recognition and work analysis skills.

3. Provides for a balanced emphasis for all the major comprehension skills.

4. Emphasizes correction of follow-up activities (workbook and other exercises). It is essential for good teaching that the pupil be kept informed of the results of his efforts and immediately correct mistakes.

5. Below grade level co-basal readers can be used with students reading below grade level (Scott Foresman series and Harper Row Series ties in well with Ginn Series).

6. The manual is a guide and may be supplemented.

SUGGESTED GROUPING SCHEDULE

	GROUP 1 (High)	GROUP 2 (Average)	GROUP 3 (Low)
Monday	Independent Reading. Silent reading in the basal reader of a previously prepared story.	Teacher Guidance. Discussion of materials under preparation for reading for a new story.	Recreational Reading. Use of reading materials related to individual interests.
	Independent Activity. Assignment of self-help activity book pages.	Independent Reading. Silent reading in the basal reader.	Teacher Guidance. Discussion of materials under preparation for reading for a new story.
Tuesday	Teacher Guidance. Group discussion of self-help and of topics under developmental reading activities.	Independent Activity. Assignment of self-help activity in story read on Monday.	Independent Reading. Silent reading in the basal reader of story prepared on Monday.
	Teacher Guidance. Introduction to and assignment of parts for play to be presented by the entire class on Friday.		
Wednesday	Recreational Reading. Use of reading materials related to individual interests.	Teacher Guidance. Group discussion of self-help activity book exercises and of topics under developmental reading activities.	Independent Reading. Reading and interpreting the story introduced on Tuesday. Use workbook exercises.
	Teacher Guidance. Discussion and review of common word analysis problems.		
Thursday	Independent Activity. Preparation of student assignment or other related materials for the next story in the basal reader.	Recreational Reading. Use of reading materials related to individual interests.	Teacher Guidance. Group discussion of self-help activity book exercises and of topics under developmental reading.
	Teacher Guidance. Reorganization of class for group preparation of play to be given on Friday.		
Friday	Whole-Class Activity. Presentation and discussion of play prepared during the week.		

EXPERIENCE AND ENRICHMENT CHARTS IN A READING PROGRAM

Introduction

Encourage pupils to evaluate and summarize information gathered from an experience. Condense their sentences and write them on experience chart paper. Read the reworded, written sentences for them.

Experience chart reading can be most useful to develop reading skills since they use words that are meaningful to them. However, care must be exercised to keep the reading from becoming a rote memorization activity.

Have the pupils in turn, show where something that was said is found in print on the chart. Have them frame the words and read them. Avoid pointing to the words.

Print sentences from the chart on strips of chart paper. Hold up each strip and ask different children to place it over the line which says the same thing on the chart.

Cut the sentence strips into words. Select the service words for drill exercises. Hold up the words at random and ask children to place each word over the same word on the chart.

THE USE OF EXPERIENCE AND ENRICHMENT CHARTS IN A READING PROGRAM

There are many ways to use different types of reading charts in a reading program so as to enhance the interest level of the pupils. The materials of instruction used in charts can be geared to the interest level and to the needs of the pupils. When pupils create their own instructional charts with the teacher's guidance they are putting part of themselves into the reading program. This often influences their attitudes and even their personality. The teacher in turn learns many helpful things about the pupils.

Kinds of Charts

Prepare for the pupils a chart introducing yourself the first day. It might read:

A. Meet your teacher

I am Miss Kay Day.

My home is in Abbeville, Louisiana.

I want to be your friend.

I will be your reading teacher.

We will have fun reading.

B. In connection with a Home Unit family charts can be made entitled "Our Families", "Our Fathers", or "Children in our Family". For example, under the chart entitled "Our Fathers" you may list the different occupations of the fathers as:

Terry's (father) is a (policeman).
Jane's (father) is a (farmer).

C. Weather or Calendar Charts

Today is _____. (Monday)
It is a _____ day. (sunny)
It is _____ the _____, 1969. (January) (the 24th)
We can _____ _____ outside. (not) (play)

JANUARY

It rained four days in January.
It was cold every day.
It was cloudy 9 days.
The sun was out 7 days.

D. Classroom Duty

Attendance Check	_____	(Sally)
Housekeeper	_____	(Kathy)
Plants	_____	(John)
Calendar Keeper	_____	(Elaine)
Collectors	_____	
Pencils	_____	(Jerry)
Papers	_____	(May)
Workbooks	_____	(Bill)
Books	_____	(Susan)
Crayons	_____	(Ted)

E. Rules Chart

1. Our School Rules
2. How to Care for a Book
3. Things to Do Every Day

F. Instructional Charts

1. Vocabulary Charts

a. Words to know
(1) Words we miss
(2) Words about food
(3) Words with more than one meaning:

Run
I can run fast.
The boy made a home run.
He had the run of the house.

Top
This is the top of the table.
He is tops.
Tops is my dog.

2. Phonics Charts

a. Family names

ame	ook	at	an	ay
same	book	fat	can	day

b. More sounds

ch	sh	th
cherry	ship	three

c. Words ending in ed ing ly
in story or basal reader

3. Vowel rules charts
First vowel says its name
Second vowel is silent

ee	oa	oe	ai
see	coat	toe	train
tree	boat	foe	main
	goat	hoe	rain

4. Record Charts
a. Books we have read
b. We know all our Dolch words
List names
c. News charts

5. Reference Charts
a. We can buy these things by the dozen, by the pound, by the quart, by the bunch, by the bushel.
b. Writing Charts
Half the line: a c e i
One line letters: b d f h l
Half the line and below line letters or tail letters:
g y j q
c. Color Charts
d. Poems
e. Songs

6. Social Studies Charts
a. Our Town
(1) Town Officials
b. Our State
(1) State Officials
c. Our Nation
(1) National Officials

G. Experience Charts

1. Record experiences
a. Classroom experiences
b. Field trips
c. Visits of resource persons
d. Special events

SUGGESTED ACTIVITIES AND GAMES

FOR

GRADES ONE, TWO, THREE

READING ACTIVITIES AND GAMES

Going On a Trip (Grades 1-3)

A. Preparation and Materials: None.

B. Introduction to the Class: Today we are going on an imaginary trip. But before we can go, we must pack our imaginary suitcases! We will pack just certain things.

I shall write the letter "A" on the board. Then the first child might say, "I'm going on a trip, and I'm going to take an apple." He can name anything that starts with the letter "A". The next child will try to think of another "A" word to take on his trip. He might say, "I'm going on a trip, and I'm going to take an alligator." Each of you will try to think of a new thing to pack, but the word must start with the letter "A".

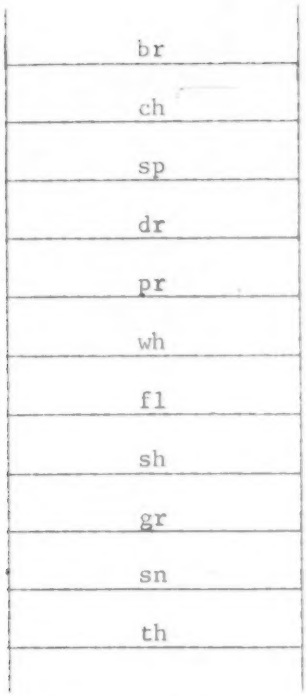
As soon as a child misses by not being able to think of another thing that starts with "A", you will begin to pack "B" things in your suitcases. Are you ready to begin?

C. Variation: The first child could name an "A" word, the second child a "B" word, the third child a "C" word and so on.

Climb the Ladder (Grades 1-3)

A. Preparation and Materials: Draw a ladder on the board. On each rung, write the letters for a blend sound, or any other letter combination in which children need drill.

Example:



B. Introduction to the Class: Let's go ladder climbing today. To climb this ladder, you must name the sound on each rung as you climb. If you can climb to the top of the ladder, you may be the teacher and point to the rungs as the next child climbs.

I Spy (Grades 1-2)

A. Preparation and Materials:

B. Introduction to the Class: We have been studying beginning consonants and the sounds they make. Today we are going to play a game that will show me how well you remember these sounds. The game is called "I Spy".

One of you will be "it". You will come to the front of the room and tell us the beginning sound of something you spy in the room. For example, you might say, "I spy something that starts with "w". Then

we might guess the windows, the woodwork, the walls, etc. The person who guesses correctly may be the next "it".

Are there any questions? Then let's begin.

Lip Reading (Grades 1-6)

A. Preparation and Materials: None

B. Introduction to the Class: It is almost recess time now, and we are going to play a game to be excused from the room. I am going to make my mouth say a consonant sound, but I am not going to use any voice. Then I will call on someone. If he can tell me what sound he saw my mouth make, he may get his coat and line up quietly at the door.

Map Fun (Grade 3)

A. Preparation and Materials: Children will need drawing paper, crayons, and pencils.

Draw on the blackboard a map similar to that shown below. Under it, list the directions, adapting the vocabulary to your particular grade level.

Example:

Directions:

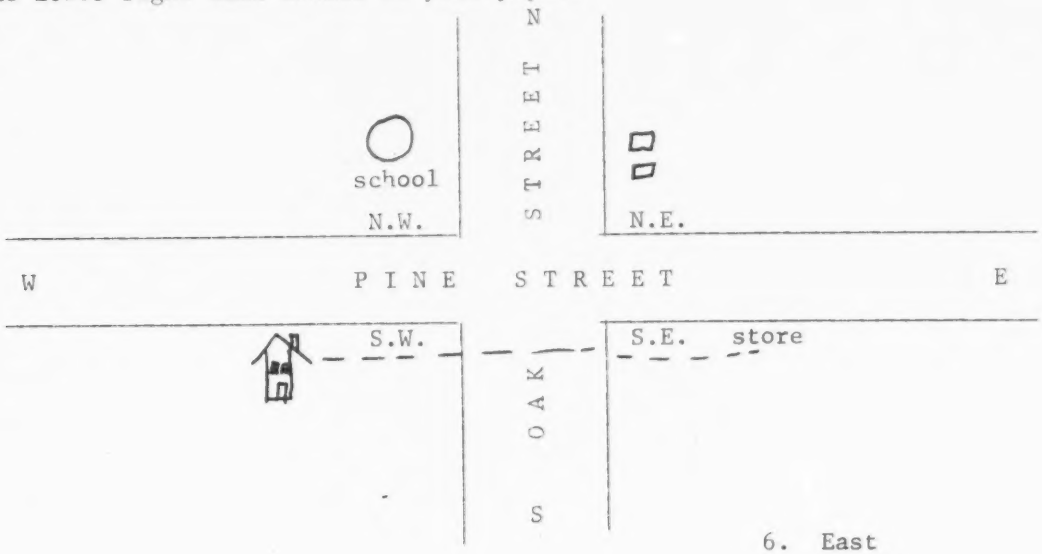
1. There is a store on the S.E. corner of Pine Street. Write the word store on this corner.
2. There is a school on Oak Street. It is located near the N.W. corner. Draw a circle to represent the school, and write the word school under the circle.
3. A theater is across the street from the school. Draw two small squares to represent the theater.
4. Jack lives on Pine Street close to the S.W. corner. Draw this symbol ( ) to represent the house.
5. Jack goes to the store for his Mother. Draw a broken line (-------) to show the way he goes from his house to the store.

6. Is the theater east or west of the school?

7. Is the school north or south of Jack's house?

B. Introduction to the Class: I would like you to draw the map you see on the board. There are directions under the map for adding things to the map. Add those things the directions tell you.

Numbers 6 and 7 are questions. Write the answers to the questions in the lower right-hand corner of your paper.



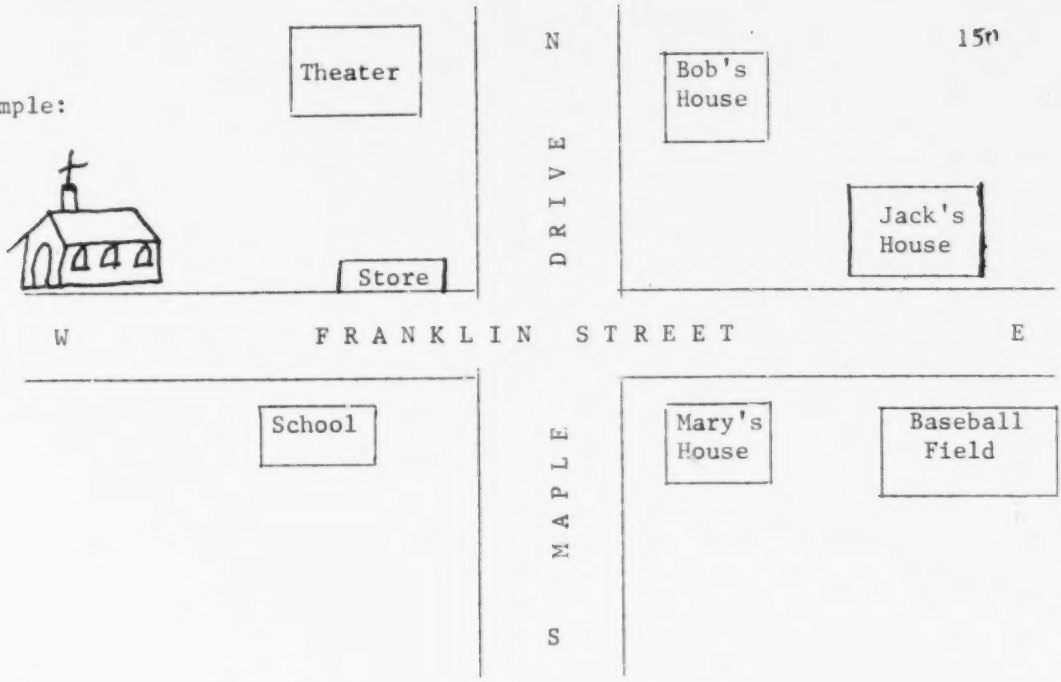
6. East
7. North

C. Variation

1. Preparation and Materials: Children will need writing paper and pencils.

Draw on the blackboard a map similar to that shown below. Under it list the given questions.

Example:



1. On which street does Mary live?
2. In which direction would Mary walk if she were going to walk to the theater?
3. Jack, Mary, and Bob walk to school together. Who lives nearest to the school? Who lives farthest from the school?
4. On which street is the church located?
5. Which is closer to the theater, the school or the store?
6. In which direction do the children walk when they first start home from school?
7. What is across the street from Jack's house?
8. Does Mary live north or south of Jack's house?
9. On which street is the school located?
10. On which street is the theater located?

2. Introduction to the Class: On the board, is a map. Under the map, are ten questions. Look at the map carefully. Then read each question carefully. Use your paper and pencil to answer each question.

Story Puzzles (Grades 2-3)

A. Preparation and Materials: Children will need writing paper and pencils.

Have the children help compose a short creative story, which you write on the board as they dictate. After the story is complete, ask several children to read the story aloud to the class.

Then go through the story and erase parts of words; blend letters, initial consonants, ending digraphs, etc. Put a line to show where the missing letters should go.

B. Introduction to the Class: Now that I have erased parts of the story, I would like to have Jerry try to read it. Please "think out loud" the sounds of the missing letters as you read, Jerry.

Would you do the same please, Karen? (Continue in this manner until you are sure the children know how to fill in the missing letters.)

Now I would like to have each of you write this story. Whenever you come to a blank line, fill in the missing letters as you write.

Detective (Grades 2-3)

A. Preparation and Materials: Children will need writing paper and pencils.

Write several sentences on the board.

Example:

1. Are you going to the store today? 12
2. The snow is very beautiful. 10
3. Jane likes to help Mother. _____
4. I can see red and yellow flowers. _____
5. Today is Wednesday. _____
6. Father is raking the yard. _____

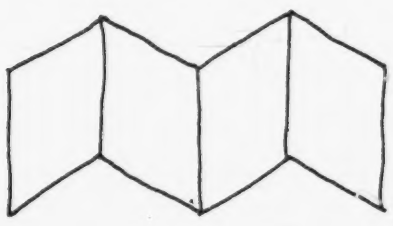
B. Introduction to the Class: Today I would like to see if you are good detectives. We have studied which letters are vowels, and I would like to see how well you can find them in the sentences I have written on the board.

Write one sentence at a time. Then look at each word in that sentence and count the number of vowels you see. Write that number at the end of the sentence. Don't forget the "y" is counted as a vowel if there is no other vowel in the same syllable.

C. Variations. Children can be "detectives" and find almost any sounds you wish to train them to notice. For example, they might find little words hiding in bigger words ("at" in "cat", etc.) find double consonants, long-vowel sounds, root words with endings, etc.

FOLDED BOOK

Have the children prepare stories on a strip of chart paper. Fold the strip into quarters to allow four pages on which the children can make pictures. Paste written parts of the story under each picture. The advantage of this folded book is that it will stand by itself for convenient display.



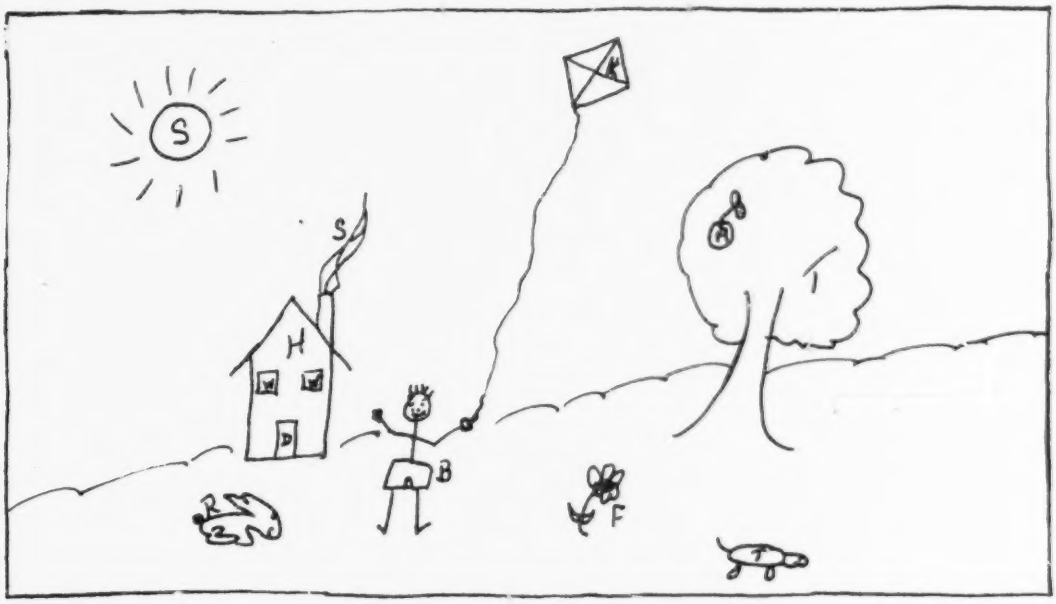
Hide the Letters (Grades 2-3)

A. Preparation and Materials: Children will need drawing paper, pencils, and crayons.

Draw any scene on the board, or ask the children to draw whatever scene they would enjoy making.

B. Introduction to the Class: I have drawn a picture on the board. I would like you to use your crayons and draw the same picture. Then look at each object in the picture. Say its name to yourself. Listen to the way it begins. Decide what the first letter of that word would be. Write that first letter on top of the object you have drawn.

Then look at another object and do the same thing. See how many objects you can label with the letters that say their correct beginning sound.



C. Variations: 1. Ask children to draw a scene beginning with

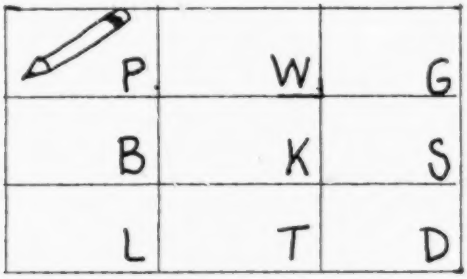
"s" for example. This, of course, would give more stress to that particular sound.

2. To adapt this activity for use as a group game, draw a scene on the board and call on one child at a time to label each object with its initial consonant. Ask him to say aloud the name of the object, the beginning sound, and the letter which makes that sound as he writes.

Sound Pictures (Grades 1-2)

Divide the board into squares. In each square, write a different letter (or letters) which says a sound already studied by the class.

Example:



B. Introduction to the Class: First fold your drawing paper into thirds each way. Now look at the first square on the board. The letter "p" is written in it. Can you think of a word that begins with a "p" sound. Delores? Pencil, Pig, pail, purse. Yes, those are correct. You may draw in that square anything you can think of, the name of which starts with "p". Then go on to the next square. Say the sound to yourself and then draw in the square a picture of something that begins with that sound.

C. Variation: To adapt this activity for use as a group game, draw a similar diagram on the board and call on one child at a time

to illustrate an object beginning with each of the given sounds. Before he draws, he should say aloud, first, the name of the letter, then the sound it makes, and last, the name of the object which begins with that letter and sound.

Making a Picture (Grades 1-3)

A. Preparation and Materials: Write a short description of a picture on the board. (See example).

Children will need drawing paper and crayons.

Example:

> Many children are playing outdoors at recess time.
>
> Two of the girls are jumping rope. Three of the boys are playing marbles.
>
> The teacher is looking out the schoolroom window.
>
> Five trees are by the school.
>
> The sun is shining.
>
> One small cloud is in the sky.
>
> Four birds are flying overhead.

B. Introduction to the Class: Today I would like you to read the story on the board and draw a picture showing exactly what the story tells you.

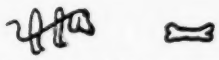
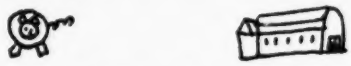
You may add extra things to your picture if you wish, but read the story carefully, and be sure to include everything it tells you.

Picture Stories (Grades 1-3)

A. Preparation and Materials: Children will need writing paper, pencils, and crayons.

Write several sentences on the board. Omit some of the initial consonants and put a picture "clue" above these words.

Example:

1. The _oy and _irl read _ooks.
 2. My _og likes _ones.
 3. The _ig lives in the _arn.
4. Jack has a _agon, _all, and _orn.

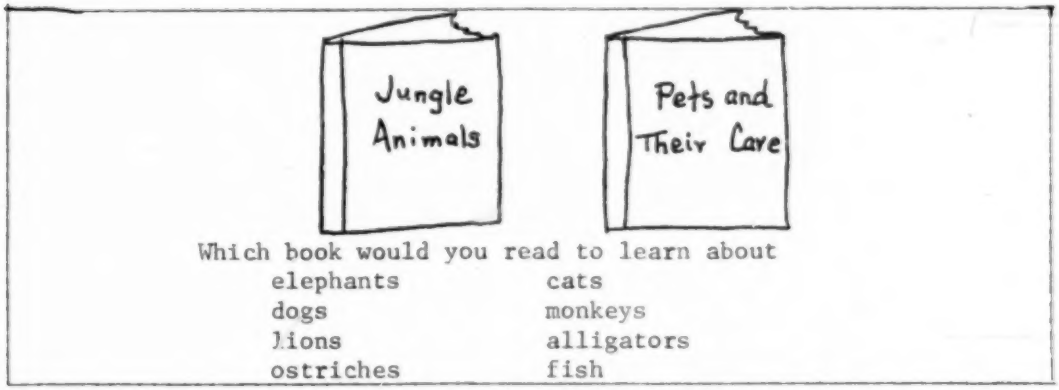
B. Introduction to the Class: I have written several sentences on the board, but I have left out the beginning letters of some of the words. The short line will tell you where a letter is missing. There is a picture "clue" above each of these words to help you know what the complete word should be.

Copy one sentence at a time. When you come to a missing letter, look at the picture above that word. Say its name to yourself. Listen to the way it begins. Decide what letter would say that sound. Then write that letter on the blank line to complete the word.

You may draw the picture "clues" above these words if you wish.

Developing Locational Skills - Prepare a duplicated sheet listing two or three titles of books and several subjects. (See sample below).

SOURCES OF INFORMATION — Have the child decide in which book he will find information pertaining to each subject. Have him cut out the listed subjects and paste them under the correct book title.



RECOGNIZING CHRONOLOGICAL ORDER — Prepare and mount separately several pictures showing various activities throughout the day (getting dressed, eating breakfast, waiting for the school bus, etc.). Have a child assemble the pictures in chronological order. Let the children color a picture showing something as it happened on each day of the week. Write the day of the week under each picture. Have them paste the pictures in a sequence or time line.

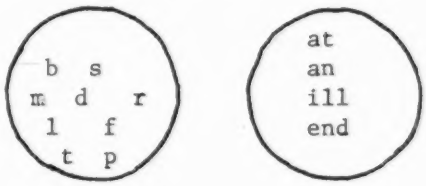
List the important events that happened during a month. Let the children arrange in chronological order statements or pictures regarding these events to make a time line.

Cartoons

Encourage the children to bring their favorite cartoon strips to school. Help them establish criteria for selecting cartoons which are funny, childlike, and provide useful approaches to learning. If a child cannot read the cartoons to the class, read them for him. Discuss the humor of the cartoons and why they are funny.

Letter Wheels

On the chalkboard, put several consonants in a circle. Put several initial-vowel words in another circle. Have the child write as many words as he can using letters from the first circle with words from the second circle. Show him that several new words can be made from each word.



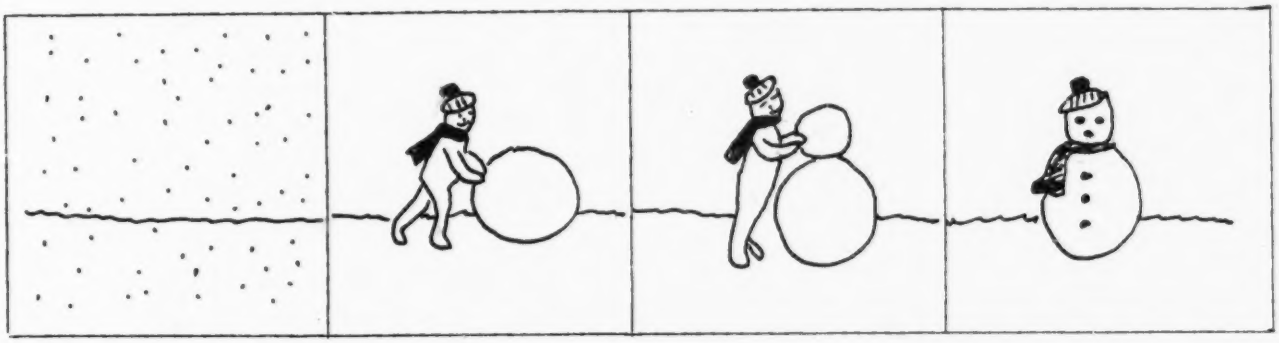
pat	pan	**pill**	bend
rat	ran	bill	lend
bat	fan	fill	mend
fat	tan	till	send
sat	man	mill	tend
tat		sill	
mat			

STORIES

Creating a story sequence from a main idea will help the children apply their ability to recognize main ideas and supporting details. One main idea has been developed in three forms to show how one activity can be presented on several levels of difficulty.

Picture sequence.

Prepare a cumulative picture story with the children, such as "The Snowman." Let them illustrate a sequence to show how a snowman is made.



Sentence sequence:

Snowmen can be made from snow. (main idea)

Supporting ideas:

1. Snow falls.
2. Snow is rolled into ball.
3. One smaller ball of snow is rolled and put on top of the first ball.
4. A face and other things are added.

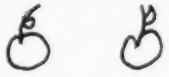
COMPREHENSION

FOLLOWING WRITTEN DIRECTIONS

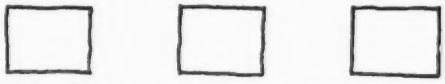
Begin with clear, simple oral directions prior to introducing simple written directions. Following written directions requires that children translate what they read into specific actions. Make sure directions are written in the current sight vocabulary of the child.

Simple Directions

Write directions, such as the following, on the chalkboard or on duplicated sheets after introducing the words draw and color.

Draw two 

Color the apples red.

Draw three 

Color two boxes yellow. Color one box blue.

Cut pages from old workbooks that have various types of directions. Put three or four pages having different types of directions in one envelope. Have a child read the directions and explain them to another child to follow in doing the page.

Word Hunt I

Write words on the board. Have the children hunt for each word on a given page in their books. The first child to find a word reads the sentence in which the word appears.

Word Hunt II

Using a given page of a text, call out a word. Have the children hunt for it, then read the sentence in which it appears.

WRITTEN WORD PERCEPTION

TRANSLATING SPOKEN WORDS TO PRINTED WORDS

The process of translating a spoken word to a printed word starts by recognition of words found in the various printed matter in the school environment.

Labeling

Prepare labels for things about the room, such as door, desk, window, book. Remove labels occasionally, and give a label to each of several children. Ask them to replace the labels on each object.

FINGER PLAYS

Johnny

Words:	Action:
Johnny works with one hammer, one hammer, one hammer.....	Pound with one fist
Johnny works with one hammer, then he works with two.....	Use two fists
Johnny works with two hammers, two hammers, two hammers.	
Johnny works with two hammers, then he works with three.....	Use two fists, add one foot
Johnny works with three hammers, three hammers, three hammers.	
Johnny works with three hammers, then he works with four.....	Use two fists, two feet
Johnny works with four hammers, four hammers, four hammers.	
Johnny works with four hammers, then he works with five.....	Two fists, two feet, head
Then he sits right still.....	Fold hands in lap.

The Little Clown

This little clown is fat and gay.....	Hold up thumb
This little clown does tricks all day.....	Pointer
This little clown is tall and strong.....	Middle
This little clown sings a funny song.....	Ring
This little clown is wee and small.....	Little
But he can do anything at all.	

Let your fingers
Tap, tap, tap
Rest your hands
Upon your lap.

This is my right hand
Raise it up high.
This is my left hand
I'll touch the sky.
Right hand, left hand,
Twirl them around.
Left hand, right hand,
Pound, pound, pound.

Let your head
Roll round and round
Now all rest
Without a sound!

This is my right foot;
Tap, tap, and tap,
This is my left foot,
Run, run, and run
Left foot, right foot
Jump, jump for fun!

Face right, face left,
Turn round and round.
Face left, face right.
Jump up and down.
Right hand, left hand.
Clap, Clap, and Clap.
Right foot, left foot,
Tap, tap, and tap.

Hands on your hips
Hands on your knees
Now put them behind you if you please
Touch your shoulders
Then your nose
Touch your eyes
Then your toes
Hold your hands high up in the air
Now touch your hair
Hold your hands high up as before
Now you may clap
One, two, three, four.

The Tree

I am a tree, and I'm so tall (Stretch very tall)
That you can't see my top at all.
My branches sway with the breeze (Sway from side to side)
And gently toss my pretty leaves.
In the autumn when the hard winds blow,
My leaves flutter down to the ground. (Flutter hands and arms down slowly)

Polly

Miss Polly had a dolly (Make cradle with arms)
Who was sick, sick, sick!
She called for the doctor (Pretend telephoning)
To come quick, quick, quick!

And the doctor
With his bag and his hat (indicate hat)
He rapped on the door (Pretend knocking)
With a rat-a-tat-tat.

He looked at the dolly (Hold dolly in hand)
And he shook his head; (Shake head)
He said, "Miss Polly, (Shake finger)
Put her right to bed."

And he wrote on his paper (Pretend writing on hand)
For a pill, pill, pill;
And said, "I'll be back in the morning
With my bill, bill, bill!" (Wave goodbye)

I'm a Rocket

I'm a rocket (Child crouches on heels)
Pointing to the moon (Child points up with forefinger)
4---3---2---1
Blast Off! Zoom! (Child springs up and jumps into air)

The Turtle

There was a little turtle (Point finger to palm)
Who lived in a box (Make a box shape in the air)
He swam in the river (Make a swimming motion)
He climbed on the rocks. (Climb on rocks in air)
He snapped at a mosquito (Make fingers snap)
He snapped at a flea (Make fingers snap)
He snapped at a minnow (Make fingers snap)
He snapped at me. (Make fingers snap)
He caught the mosquito (Make catching motion)
He caught the flea (Make catching motion)
He caught the minnow (Make catching motion)
But he didn't catch me. (Shake head and point to yourself)

Here is a beehive (hand cupped)
Where are the bees?
Hidden away where nobody sees.
Now they come creeping out of the hive--
One, two, three, four, (extend fingers one by one)
Buzz-z-z-z-z-z-z-z-z-z-z-z-z-z

My Windows

In my house are windows two, (Point to eyes)
Shining clear and bright;
I can drop the curtains down, (Close eyes)
Shutting out the light.
Open, shut them; open, shut them: (Open and shut eyes slowly.)
Now 'tis dark, now light;
I can see your windows, too,
Letting in the light.

The Family

I have a fine family here, (Hold up hand.)
A family full of good cheer;
A father and mother, (Point to thumb and index finger.)
A sister and brother, (Third and fourth fingers.)
A baby, so cunning and dear. (Little finger.)

The Church

This is the church where we're happy together.
Ding, dong, ding, dong, hear the bells ring:
Open the door and peep in at the children.
Listen! Listen! Hear them all sing.

(The thumb makes the door, and the index fingers the steeple in which the bell hands as it swings back and forth. When the thumb doors open, the two rows of "children" are seen, and they sing any song which the teacher wishes to fit into the thought of the hour, or which the children may choose.)

My Book

This is my book; it will open wide
To show the pictures that are inside.

This is my ball, so big and round,
To toss in the air or roll on the ground.

Here's my umbrella to keep me dry,
When the raindrops fall from the cloudy sky.

This is my kitty; just hear her purr
When I'm gently stroking her soft, warm fur.

(Hands with the palms together make the book. Finger tips touch and hands cup to make the ball. Upright index finger of one hand, with the other hand flat upon it, makes the umbrella. Left hand is the kitty, which the right hand gently strokes.)

This Is the Way

This is the way the baby does,
Clap - clap - clap - clap;
(Clap hands.)

This is the way the baby does,
Peek - a - boo, I see you.
(Peek-a-boo with hands.)

This is the way the baby does,
Creep - creep - creep - creep;
(Make fingers "walk".)

This is the way the baby does,
Sleep - sleep - sleep - sleep.
(Lean cheek against folded hands.)

Little Hands

Open, shut them; open, shut them;
Give a little clap;
Open, shut them; open, shut them;
Lay them in your lap.

Creep them, creep them slowly upward
To the rosy cheeck;
Open wide the shining eyes,
Through the fingers peek.

Open, shut them; open, shut them;
To the shoulders fly;
Let them like the birdies flutter,
Flutter to the sky.

Falling, falling slowly downward,
Nearly to the ground;
Quickly raise them, all the fingers
Twirling round and round.

Open, shut them; open, shut them;
Give a little clap;
Open, shut them; open, shut them;
Lay them in your lap.

(Do motions as poem suggests.)

Finger Family

"Good morning, Mother Finger,
(Point to thumb of left hand.)
What will you do today?"
"I'll love you and take care of you,
That's what I'll do today."

"Good morning, Father Finger,
(Point to index finger.)
What will you do today?"
"I'll work hard all day long for you,
That's what I'll do today."

"Good morning, Brother Finger,
(Point to middle finger.)
What will you do today?"
"I'll work and play and help all day,
That's what I'll do today."

"Good morning, Sister Finger,
(Point to ring finger.)
What will you do today?"
"I'll help all day and work and play,
That's what I'll do today."

"Good morning, Baby Finger,
(Point to little finger.)
What will you do today?"
He'll laugh and play and sleep all day,
That's what he'll do today.

Five Children

Here are five children:
This one swept the floor;
This one went to the store;
This one closed the door;
This, a smile always wore;
This one loved me more.
(Right hand covering each finger of left hand.)

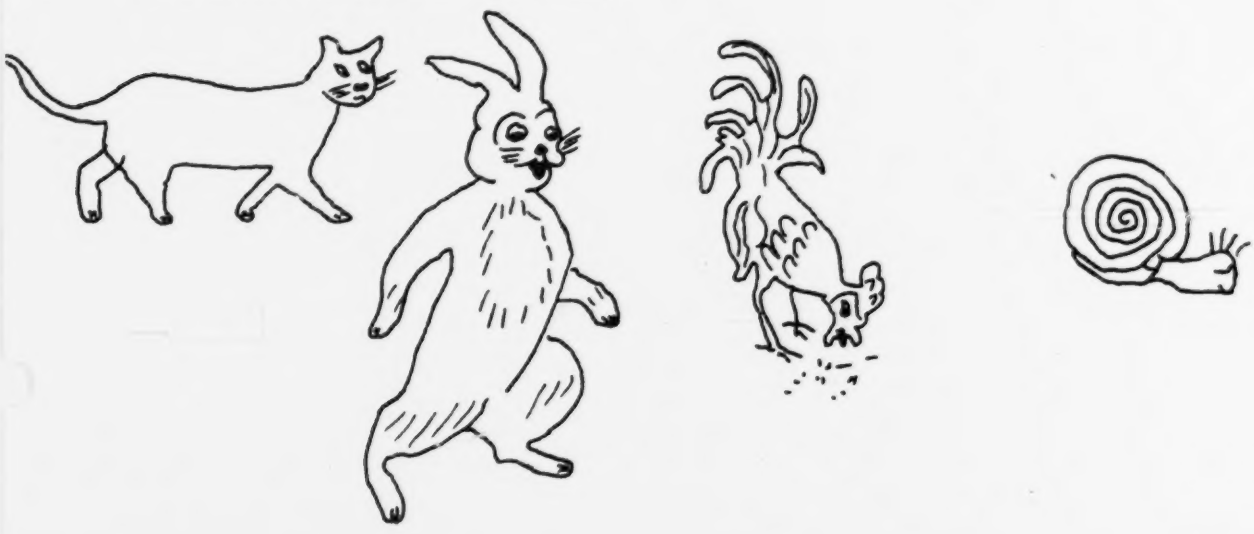
My hands upon my head I place
Upon my shoulders, on my face
At my waist and by my side.
And then behind me they will hide.
Then I raise them way up high
And let my fingers swiftly fly
Then clap, one-two-three
And see how quiet they can be.

I wiggle my finger
I wiggle my toes
I wiggle my shoulders
I wiggle my nose.

An eensy, weensy spider (opposite thumbs and index fingers)
Climbed up the water-spout (climb up each other)
Down came the rain
And washed the spider out. (hands sweep down)
Out came the sun (arms form circle over head)
And dried up all the rain. (arms sweep upward)
And the eensy, weensy spider
Climbed up the spout again.

Each in its Own Place

Pussy's whiskers,
(Make whiskers at mouth with all ten fingers.)
Rooster's comb,
(Use one hand with fingers spread over front part of head.)
Bunny's ears.
(Use index finger of each hand or hand with fingers together.)
The snail's shell home -
(Extend two fingers of right hand and cup left hand over right for the house.)
God knows where all of them belong
And never, never gets them wrong!



Ten fingers are a lot of fun!
(Hold up fingers of both hands.)
They fold for prayer when day is done.
(Fold hands and bow head.)
They help with tasks all through the day.
(Have children take turns suggesting tasks to imitate here.)
With them I count my turn at play.
(Count on fingers of one hand.)
I keep them busy as can be:
They lace my shoes and button me.
(Stoop to lace shoes, then button imaginary buttons on clothes.)
They hold my fork so I can eat.
(Go through motions of eating.)
They comb my hair so smooth and neat.
(Go through motions of combing hair.)
They dance on the piano keys,
(Play on imaginary piano.)
And do a hundred things that please.
(Clap hands once in delight.)

Enumeration

I have five fingers on each hand.
(Hold up hands, with fingers outspread.)
Ten toes on both my feet.
(Point to feet.)
Two ears, two eyes, one nose, one mouth
With which to gently speak.
(Point to ears, eyes, nose, mouth, in turn.)
My hands can clap.
(Clap hands.)
My feet can tap.
(Tap feet.)
My eyes can brightly shine.
(Point to eyes with both index fingers.
My ears can hear.
(Cup hands to ears.)
My nose can smell.
(Point to nose and sniff.)
My mouth can speak a rhyme.
(Point to mouth.)

My Hands are Grand

I squeeze a lemon just like this
To get the juice out.
(Pantomine using a hand juice extractor.)
I hold a pitcher just like this
To pour milk from the spout.
(Pantomine pouring liquid from a pitcher.)
I crack a nutshell just like this
To get a walnut meat.
(Pantomine using a nutcracker or a hammer.)
I peel an orange just like this
When the inside I want to eat.
(Pantomine tearing the rind from an orange.)
I put beads on a string like this
A necklace then I wear.
(Pantomine stringing beads and putting a necklace over the head.)
I hold my brush or comb like this
When I want to fix my hair.
(Pantomine combing or brushing the hair.)
Oh me! Oh my! My hands are grand.
They do so many things.
(Hold up hands; move them; examine them.)
I'm just as lucky to have them
As the greatest queens and kings.

Finger Vocabulary

I can make a hammock.
(Interlock fingers, palms up.)
I can make a cup.
(Hold cupped hands together.)
Here's the way to make a ball.
(Finger and thumb tips touching as though around a ball.)
Here's how I toss it up.
(Tossing motion.)
I can see a person walk or run
When my fingers move this way.
("Walk" index and middle fingers on each hand on table top.)
And raindrops fall when I flutter them.
(Flutter fingers depending from wrists.)
This is known as finger play.
(The "that's how it is" gesture - hands relaxes, palms up.)

Pitty Pat and Tippy Toe

Pitty Pat and Tippy Toe
Are two little folks you'd like to know.
(Introduce the finger puppets to the children.)
Pitty Pat says, "Thank you."
And "Excuse me, please."
(Move the puppet that is supposed to be speaking. Keep the other still.)
While Tippy Toe says, "You're welcome,"
And "Pardon me for that sneeze."

Pitty Pat says, "How do you do?"
Tippy Toe: "I'm glad to meet you."
"Your party was very fine,"
Says Pitty Pat at leaving time.
While, "I'm sorry but we have to go,"
Says mannerly little Tippy Toe.
(Obviously such finger puppets can have many uses in teaching good conduct or other matters such as safety and health.)

THE USE OF THE OVERHEAD PROJECTOR IN TEACHING READING

Introduction

Overhead projectors have become increasingly popular and are now widely used in Vermilion Parish Schools. The principal advantage of the overhead projector is that the teacher can stand at the front of the room, facing the class, while working with the projector. Material can be added to or corrected while it is being projected by writing or drawing on an acetate sheet placed over the projected material. Another excellent use of the transparencies is the use of overlay. For example, a first sheet may show only one figure, the second one placed directly over the first may add another figure which adds to the interesting development of a theme or story. Many other uses of this audio-visual aid will increase as the teacher experiments with it.

The overhead projector aids in increased learning by helping to arouse and sustain interest, to motivate, and to present information in a variety of ways.

A number of examples of how the overhead projector can be used in teaching reading is included in the guide for the teachers.

THE USE OF THE OVERHEAD PROJECTOR

IN AN INFORMAL READING INVENTORY

Below is an illustration which uses a basal reader in order to locate poor readers and to test students for placement into reading groups at the beginning of a term.

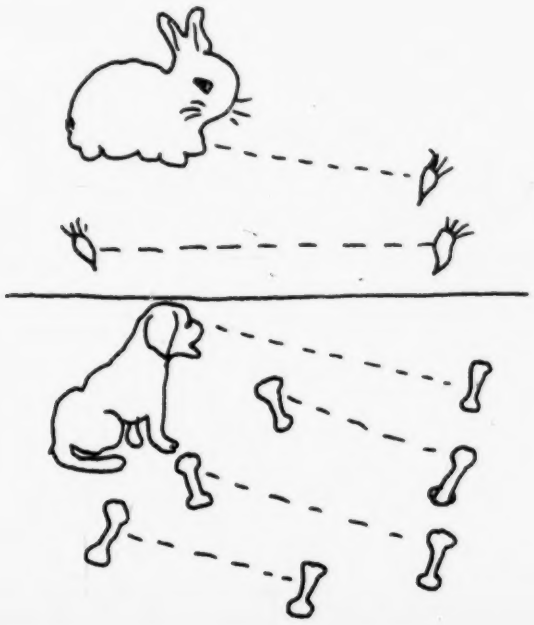
The teacher tells the class that she has something special for them to read. She projects the "story" on the screen and each student reads two to five sentences. The teacher watches for reversals, hesitation, and difficulty. The teacher can at any time switch to another transparency.

One of the most interesting birds which ever lived in my bird-room was a blue-jay named Jackie. He was full of business from morning till night, scarcely ever still. He had been stolen from a nest long before he could fly, and he had been reared in a house long before he had been given to me as a pet.

THE OVERHEAD PROJECTOR IN TEACHING READING

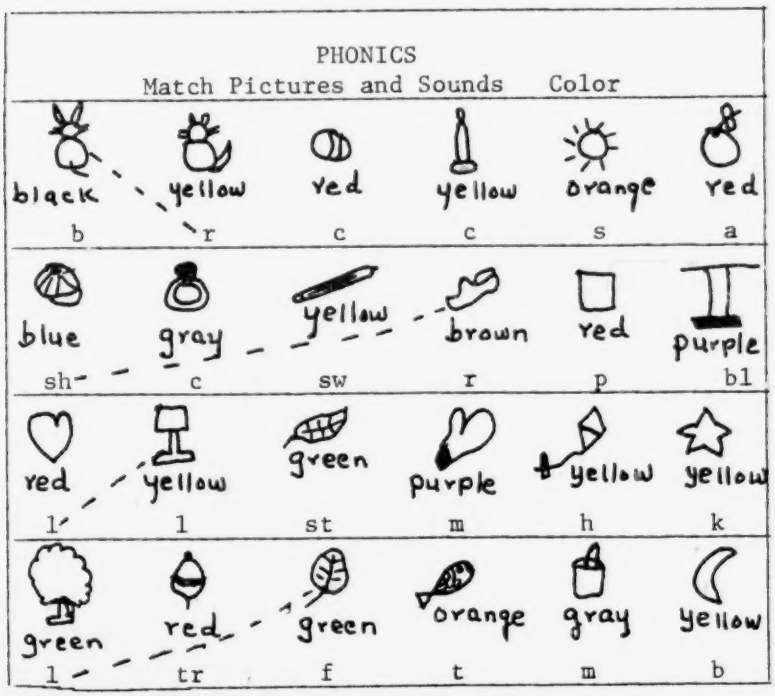
Below is an excellent technique to prepare children for reading. In the illustrations the line going from the rabbit to the first carrot is colored and the line going from the second carrot to the third is colored. All carrots are colored.

The object of the exercise is to get children to develop left to right eye movement in readiness for reading. As you know, educators have discovered that many children fail to learn to read, simply because they have difficulty in developing left to right eye movement. As the teacher demonstrates this movement by pointing to the "path" the rabbit would take, the children can follow on their own worksheets, thus developing effectively the eye movement needed for reading.



The overhead projector may well be used to teach phonics. Below is an example of a good transparency designed and prepared by a teacher.

The transparency is projected, and students, using a transparency marker, are called in turn to the projector to complete a segment of the exercise. Students in their seats watch the result on the screen, and, if a child at the projector performs correctly, are told to pronounce the word. If the child at the projector gives the wrong answer, class members are asked to correct him. The lines drawn by the children are easily erased during and/or after the lesson.



Below is an interesting example to check both speed-reading and comprehension. It involves employment of the revelation technique.

The transparency lists several different directional sentences. The teacher cuts strips of opaque white paper and tapes each strip in place across each of the sentences on the transparency. She hinges each strip to the side of the transparent material, so any one of the sentences can be revealed without revealing the others.

In the class, the teacher exposes only one sentence for a limited time by flipping back its opaque cover. Since the cover strips are opaque, they hide the projected image until they are removed from the transparency. The desired sentence is projected for a limited time and then covered again. The teacher calls upon a pupil to fulfill the command.

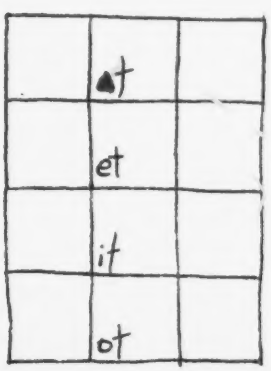
READ AND DO

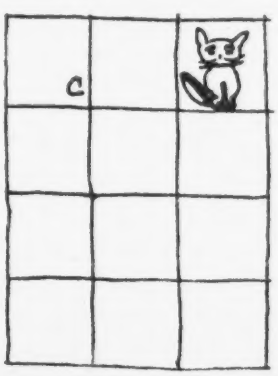
1. Draw a long line on the board.
2. March around the room once.
3. Write your name on the board.
4. Open the second window.
5. Hold your right hand up high.
6. Choose a partner and skip.
7. Carry a chair to the front.
8. Give the first child a music book.
9. Hop to the corner and back.
10. Put a yellow book on the top shelf.

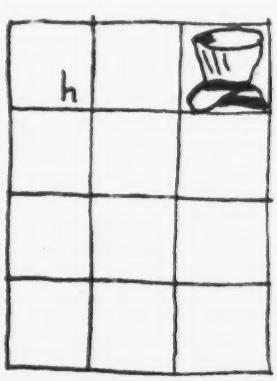
The illustrations below employ the revelation technique as well as overlays. The purpose of a lesson using such a transparency is to assist children in attacking words through initial consonants and initial consonant blends. This technique can also be employed for special class children, and the visual aspect of the lesson is particularly helpful to mentally retarded children.

The basic transparency shows word endings as indicated in No. 1. below. One overlay contains small pictures and consonants or consonant blends to match the pictures. As many as four overlays could be prepared in this manner.

In using the transparency, the teacher would place the basic transparency on the stage and reveal only the ending sound <u>at</u> for discussion. An overlay would be put into place, covering the picture and revealing only the word <u>cat</u>, for example. This is discussed and the picture of the cat is revealed. After the discussion, the first letter and picture are removed and another letter put into place to show that by changing one or more letters a new word is formed.

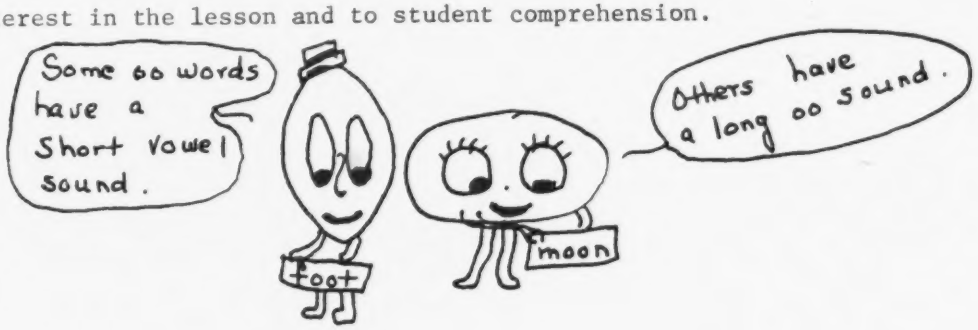






Could anything be more effective than the illustration below for teaching vowel sounds?

The figures' faces are colored yellow after the transparency is made, but the eyes representing the letter o, which is the theme of the lesson, are outlined in black. Clear, simple, and yet dramatic, this type of transparency adds considerable interest in the lesson and to student comprehension.



Say the words below.
Which words have a short oo sound, as in foot?
Which words have a long oo sound, as in moon?

roof	noon	soon	food
hook	look	took	shoot
book	good	cook	wood
boot	pool	cool	stood

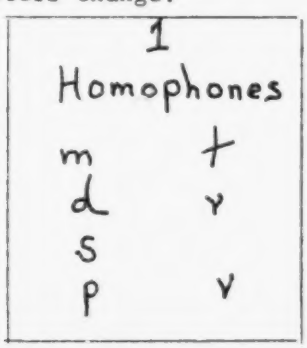
The overhead transparency with overlays may be effectively employed in the teaching of homophones.

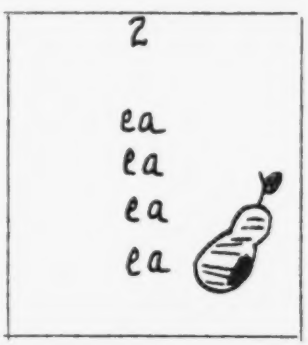
The basic transparency, or static, contains the heading, HOMOPHONES, and the first and last letters of a few words. (See No. 1 below.) Note that the transparency is not cluttered, but is kept simple.

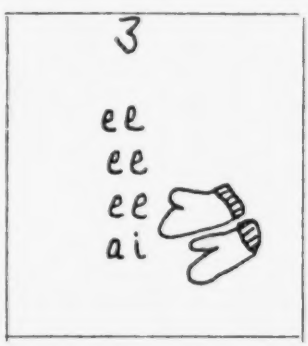
The first overlay contains, in color, the middle letters of the words. (See No. 2 below.) To add to the transparency and to further increase the value of the lesson, the teacher draws in a caricature of one of the words. This overlay is hinged on one side of the basic transparency.

The second overlay, which is hinged on the opposite side from the first overlay, lists in a different color the letters which make the homophone. (See No. 3 below.) Again, an object is drawn that refers to one of the words, preferably an object that is the homophone of the one drawn on overlay 1.

You can see how this works. The transparency is discussed in terms which point out to the children that two words having the same pronunciation and the same first and last letters have different meanings. To bring the point across even more forcefully, the second overlay, after its initial discussion, may be placed right over the first, so the children can see for themselves how the letters change.







The figure below shows an exercise in teaching children not only the basics of reading but also how to follow directions. After the exercise based on the projected image is completed, the children are asked to submit their own coded messages, which the teacher lets them reproduce on transparency film and place on the projector. The fact that the children are permitted to operate this "magic" machinery adds to the interest of the class. With a child's message projected, the remainder of the group acts as a team in deciphering the message.

FUNNY LETTERS

It is fun to read letters in a new way.
They can be placed so that they make words
you have never seen before.
Following is a story with letters placed
in a funny way.
Read the last letter first.
Find out who Pat is.

ENOLA SEVIL TAP

Pat Lives Alone.

BMILC OT SEKIL EH

_____

TAE OT SEKIL EH

_____

TAP MORF YAWA YATS

_____

UOY RETFA NUR YAM EH

_____

RAEB KCALB A SI TAP

_____

BIBLIOGRAPHY

Allen, Roach Van and Claryce Allen, Language Experiences in Reading, Teacher's Resource Book, An Introduction to a Language Experience Program, Level 1. Chicago; Encyclopedia Britannica Press, 1966.

Applegate, Maurie, Freeing Children to Write, Evanston, Illinois; Harper and Row, 1963.

Arbuthnot, May Hill, The Arbuthnot Anthology of Children's Literature, Chicago; Scott, Foresman and Company, 1952.

Audio Reader, Houston, Texas: Califone.

Barbe, Walter B., Personalized Reading Instruction, Englewood Cliffs: Prentice Hall, Inc., 1961.

Bond, Guy L., Grace A. Dorsey, Marie C. Cuddy, Kathleen Wise, Teaching Guide for Stories From Everywhere, Dallas: Lyons and Carnaham, 1962.

Colins, Tessa ec., Finger Plays and How to Use Them, Cincinnati, Ohio: Standard Publishing Company, 1952.

Davis, David C., Patterns of Primary Education, New York: Harper and Row, 1963.

Dawson, Mildred A., Language Teaching in Grades 1 and 2, New York: Harcourt, Brace, and World, Inc., 1957.

Drdek, Richard and Douglass, Carol C. ed., Listen-Look-Learn, New York: The L. W. Singer Company, 1967.

Eaton, Anna T., Reading with Children, New York: Viking Press, 1940.

Filmstrips: Tachist-O-Films, Houston, Texas.

Fitzgerald, James A. and Patricia Fitzgerald, James A., and Patricia Fitzgerald, Teaching Reading and the Language Arts, Milwaukee: Bruce Publishing Company, 1965.

Freedman, Florence B. and Berg, Ester L., Classroom Teacher's Guide to Audio-Visual Material, New York: Chilton Books Educational Division, 1967.

Hatchett, Ethel L. and Donald H. Hughes, Teaching Language Arts in Elementary Schools, New York: The Ronald Press, 1956.

Hillson, Maurice, ed., Elementary Education, Current Issues and Research, New York: Free Press, 1967.

Huber, Miriam Blanton, Story and Verse for Children, New York: MacMillan, 1965.

Huckleberry, Alan, Edwards S. Strother, Speech Education for the Elementary Teacher, Boston: Allyn and Bacon, Inc., 1966.

Huey, J. Frances, Teaching Primary Children, New York: Holt, Rinehart, and Winston, Inc., 1966.

Hughes, Rosalind, Let's Enjoy Poetry, New York: Houghton Mifflin Company, 1958.

Husbands, Kenneth L., ed., Teaching Elementary School Subjects, New York: Ronald Press Company, 1961.

Jamerson, Marshall C. and Hicks, Wm. Vernon, Elementary School Curriculum, New York: American Book Co., 1960.

Johnson, Eleanor, Eleven Steps to Reading Success, Columbia: Wesleyan University, 1959.

Kingsby, Bernard, Reading Skills, San Francisco, California: Fearson Publishers, 1958.

Klausmeer, Herbert J. and Katharine Dresden, Teaching in the Elementary School, Second Edition. New York: Harper and Brothers, 1956.

Larrick, Nancy, A Parent's Guide to Children's Reading, Garden City, New York: Doubleday and Company, 1958.

Lee, Dorris M., and R. V. Allen, Learning to Read Through Experience, Second Edition, New York: Appleton-Century Crafts, 1963.

Louisiana State Department of Education, State Course of Study in Reading for Elementary Schools, Baton Rouge: State Department of Education, 1933.

McGuire, Mabelle B., Finger and Action Rhymes, Dansville, New York: F. A. Owen Publishing Co., 1952.

Peterson, Dorothy G., and Velma D. Hayden, Teaching and Learning in the Elementary School, New York: Appleton-Century Crafts, Inc., 1961.

Platts, Mary E., Sister Marguerite, S.G.C and Ester Shumaker, Spice, Ben Harbor, Michigan: Educational Service, Inc., 1960.

Russell, David H., Karp, Etta E., Reading Aids Through the Grades, New York: Teachers College, Columbia University, 1966.

Russell, David H. and Elizabeth F. Russell. Listening Aids Through the Grades, New York: Bureau of Publications, Columbia University, 1959.

Sawyer, Ruth, The Way of the Storyteller, New York: Viking Press, 1942.

Shuster, Albert H. and Milton E. Ploghoft. The Energing Elementary Curriculum, Methods and Procedure, Columbus, Ohio: Charles E. Merrill Books, Inc., 1963.

State Department of Education of Louisiana, Bulletin 741 Revised, Handbook for School Administrators, Baton Rouge: State Department of Public Education, 1966.

Tiedt, Iris M., Tadt Sidney W., Contemporary English in the Elementary School, New Jersey: Prentice-Hall, Inc., 1967.

Tinker, Miles A., Teaching Elementary Reading, New York: Appleton-Century Craft, Inc., 1952.

Wesner, Maralene, Betty Batiste, and Miles Wesner. Phonics in a Nutshell, Oklahoma City: Educational Electronics, Inc., 1965.